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ABSTRACT

The manual contains teaching techniques and instructional materials to help fourth and fifth graders develop an understanding of behavior, express their feelings constructively, and satisfy their emotional needs. The program is based on the theory that behavior is influenced by motivating forces, an individual's perceptions and abilities, and the immediate physical setting. Aggressive behavior can mean the assertive behavior that is approved by our culture, or it can mean the agression that harms people. It may be difficult for young children to distinguish between the two. Specific objectives of this program are to help students understand the motivations underlying behavior, realize the nature of frustrations, identify constructive ways of responding in certain situations, and realize the effects of actions upon themselves and others. The manual contains eight units with content about fears and security; self-worth; friendship and belonging; anger; and behavior towards people and property. Another unit provides activities to introduce students to the program if they have not participated in the primary level component. Each unit includes a statement of purpose, student objectives, teaching techniques, and lists of activities and materials. Also included are a discussion of general teaching approaches and a list of supplementary readings. (AV)

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INTERMEDIATE TEACHER's MANUAL

GRADES 4 - 5

THIS MATERIAL WAS
COOPERATIVELY PREPARED
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DEALING WITH CAUSES OF BEHAVIOR

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PREFACE

The 107th General Assembly of the State of Ohio in its regular 1967-1968 session recognized that in the area of health and family living, the use of violence, difficulties with sexual adjustment, alcohol, tobacco, and drug abuse represent the foremost problems of youth today. It adopted House Resolution 78, which urged that "the children of this state be taught courses in health and family living from the kindergarten level through high school."

In mid-1968, Superintendent Martin Essex of the Ohio Department of Education requested the Educational Research Council of America, Cleveland, Ohio, to assess the needs of Ohio schools as they relate to these social issues. The Family Life Education Survey was subsequently conducted in the fall of 1968.*

A representative sample of school systems was surveyed to determine to what extent Ohio schools are providing opportunities for youth to acquire knowledge, skills, attitudes, and behavior patterns needed for constructive living. Analysis of the data indicated that little is provided to help young people acquire an understanding of (1) the complexity of human behavior, (2) the motivations that may underlie various forms of abuse behavior, and (3) how to resolve daily frustrations constructively. In addition, such topics as handling aggressive feelings constructively,confrontation, vandalism, protest, and violence were not a part of the current curricular offerings of Ohio schools.

On the basis of the survey findings, a Family Life Education Curriculum Project was proposed to develop curriculum materials to meet these needs. School districts in four Ohio cities received ESEA Title III Grants to develop programs dealing with problems of modern youth in three areas. Dayton and Lima's area concerned drug, alcohol, and tobacco education; Westlake's area was education in human sexuality; and Lakewood's area was the constructive control of aggressive behavior. The four school districts contracted with the Educational Research Council of America to assist in the development of the curricula.

* Modern Teenage Problems: Report of Family Life Education Survey. Ohio Department of Education, Division of Research Planning and Development, 781 Northwest Boulevard, Columbus, Ohio 43212, 1969.

Each project had as its purpose the development and testing of curriculum materials that would include the important aspects of human motivations underlying the behavior under consideration, the nature of frustrations and procedures for resolving them constructively, and the process of making decisions in terms of the effects of various courses of action on human development.

The director of the total project was Dr. Ralph H. Ojemann, a world renowned educational psychologist, who was a pioneer in teaching the causal approach to behavior at the University of Iowa. As the Director of the Child and Education Psychology and Preventive Psychiatry Program at the Council, he has been responsible for the development of a program in the teaching of human behavior.

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INTRODUCTION TO THE PROGRAM

Educators are faced with the problem of preparing children for a society in which knowledge is constantly growing. The continued growth of knowledge requires that children develop an understanding of the processes of learning and questioning, and facility in using them, so they can continue their learning throughout life.

Educators have tended to teach children what to do rather than to teach them to think problems through for themselves by considering possible alternatives and effects and then making a decision. Children are often expected to rely on rules.

Children can be helped to build a perceptual framework that enables them to be open to new data and knowledge. They must know how to decide which new knowledge is useful to them. The causal approach to behavior developed by Dr. Ralph H. Ojemann is a learning process that provides such a framework. It is an approach that considers the complexities of life and the probability nature of daily decisions. Such an understanding is a necessary preparation for a constantly changing world. The causal approach requires that a person look beyond the surface manifestations of an event and consider its possible causes and effects. The approach also questions alternatives and the possible effects of each alternative. Thus the child is helped to examine his own values and to survive in a world of changing values. He is also helped to build more self-understanding and skill in interacting with others. Both are important aspects of developing personal stability and security with which to handle change.

Over-aggression or misbehavior in a child may be more easily understood by both the teacher and the student when the causal approach is used. A child who harms himself and others may be expressing feelings of frustration and anger. Such a child's mental health may be damaged if people do not seek to understand what he is trying to express through his harmful actions. By investigating the needs and feelings of such a child, it may be found that a need is unsatisfied or stopped. The child may only know how to express these feelings in a nonconstructive manner. The teacher can help the child learn more constructive ways of working out his frustration and anger. Thus the child can satisfy his needs, and the likelihood of his continuing the nonconstructive behavior is decreased. In this way the teacher can help prevent some basic problems in mental health.

Appropriateness of Program for all Students

The program is not to be construed as only for students who might be thought of as being aggressive or behavior problems in a school setting. It is felt that all students can benefit from the learning experiences in the units, which provide a basis of understanding human behavior in general and concepts of aggressive behavior in particular.

Aggressive Behavior in Children and Society

Aggressive behavior can mean the assertive behavior that is approved and initiated by our culture, or it can mean the aggression that harms people. It may be difficult for a child to distinguish between the two definitions. For example, murder in our country is a crime, murder of the enemy during a war is a victory, and a toy gun used to play war games is fun. How can we teach children to understand these situations?

Acts of aggression that are harmful to people and property occur daily in the environment of the child. The myth that a child must live in a violent and hateful family to sense the aggression prevalent in our culture can be disproven. Television, comic books, and toys influence his thoughts by the violence they depict. Daily in the living rooms of American families, children are being educated in violence. In one week the different channels in one large city showed 7,887 acts of violence and 1,087 threats of violence.[1] An average American youth between the ages of five and fourteen sees on television the violent destruction of about 12,000 people.[2] Comic books depict stories in which killing is commonplace. Toy manufacturers publicize toys of war and destruction. Some adults feel that playing with guns will develop a child's character.[3] Yet, a child cannot always distinguish the subtle differences between fact and fantasy. It is important that children and adults consider how these situations affect the lives of others.

Within the school setting, children may have few opportunities to express their feelings or to question different approaches to behavior. When a need is blocked, they may react in a harmful manner because they are not aware of the consequences and effects of their behavior on themselves and others, or they may not have considered alternatives to aggressive behavior.

[1] Wertham, Fredric. A Sign for Cain. New York, 1966. p. 199.
[2] Ibid., p. 200.
[3] Ibid., p.67.

Children can begin to question their behaviors by considering the effects the behaviors may have on themselves and others. Teachers' and students' value systems may differ. If the child is to develop his own value system and to act in a way that is congruent with his values, a teacher cannot impose his own value system on the child. If the teacher feels that a child is using an immature method of expressing his needs and feelings, she can help him question the causes and effects of his behavior. Then the child can begin to decide which method of expression is best for him. If the choice has negative consequences, the teacher can help the child look at them and rethink the decisions he has made. Throughout this process, it is important for the teacher to constantly monitor her own reactions, avoid the imposition of her own values, and applaud the child's attempts at independence.

It should be noted that children who are withdrawn and rarely express anger or signs of aggression may need help in learning to understand and express themselves. Surveys of parents, teachers, mental hygienists, and specialists in child development ranked what they felt were the serious behavior problems of children. The items the parents felt were the most serious were all associated with discipline and good order. Conversely, the specialists felt the problems that were most serious were those indicative of unhealthy personality development, such as unsociableness and excessive modesty. The specialists listed the parents' discipline concerns at the end of their list.[4] It is evident that children who are excessively shy and withdrawn need as much help, if not more than aggressive children in learning how to constructively express their needs.

The Causal Approach to Behavior

The causal approach is a way of looking at behavior. It considers boths basic elements that will probably remain stable over time and man's basic needs or feelings. The causal approach questions why a behavior may have come about. Such an approach recognizes the importance of each individual and considers the effects of a behavior. Even though the effects may change, the process of decision making is the same.

[4]Stouffer, G.A.W., Jr. "Behavior Problems of Children as Viewed by Teachers and Mental Hygienists." Mental Hygiene. 36: 271-285. (1952).

Too often teachers deal only with the symptoms of behavior. Behavior is dealt with in terms of what happened, when it happened, and what reactions were produced. This type of reaction to behavior is called "arbitrarily judgmental." It can also be called a surface approach to behavior because it provides a limited understanding of behavior. This approach does not allow the child to learn why the behavior may have come about or to profit from the experience at a later time. It is contrasted with an approach that holds judgment until the data are in and makes considered judgments that can be changed if new data are uncovered.

The development of the causal approach to behavior may take time and special effort on the part of the teacher. This is because the teacher, as well as other adults, has grown up in a society which teaches principally a non-causal approach. If you find yourself feeling uncomfortable at times because you have not used the causal approach in the past, remember that this is a sign of your own growth. You were acting in the past with the best resources you had at the time. You now have learned new resources, and, thus, may be reacting differently. Your changes require emotional as well as intellectual changes. Children can more readily learn the causal approach if they live in an environment that takes this approach to their behavior. They can then experience the differences between how it feels to live in a causal versus a non-causal environment.

The causal approach considers the factors that influence behavior. These factors are:

1. Motivating forces - the needs and feelings that people try to satisfy

2. Resources - an individual's abilities, skills, knowledge, perceptions, and problem-solving methods

3. Immediate physical setting - the physical surroundings in which the behavior occurs

The approach utilizes a behavior equation to further explain how these factors interact to produce a behavior. The equation is written (the + sign is read as "interacts with"):

Motivating forces + Resources + Immediate physical setting = Behavior

For purposes of teaching, one can think of behavior as a product of the interaction of some motivating forces with the ideas, skills, and other psychological and physiological resources

the individual possesses at the time the behavior takes place. A simpler way of saying this is that the individual has some basic feelings he wants to work out and he uses whatever ideas, skills, and strength he has available to reach his goal of satisfying these so-called "needs."

The same motivating force, such as the need for self-esteem, may lead to several behaviors. Each person's resources are unique; therefore each person may react differently to the same need. Also a person may react differently to the same motivation, depending on the situation in which he finds himself (the immediate physical setting).

In the same manner, one type of behavior, such as crying, can have many motivations. One child may cry because he is hungry, while another child may cry because he feels unwanted. Thus one cannot know by looking at a person how he thinks or feels. To begin to understand someone's behavior requires an understanding of the person, his resources, and his motivations.

Purpose of the Developmental Program in the Constructive Control of Aggressive Behavior

The purpose of this program is to help students develop an understanding of behavior and to constructively express their feelings and satisfy their needs. In line with this, the overall goals of the curriculum materials contained in this manual are:

1. To assist students in understanding the human motivations underlying behavior, and especially those which cause people to behave aggressively.
2. To help students understand the nature of aggressive behavior and the forms it may take.
3. To help students realize the nature of frustrations, the sources of frustrations, and constructive methods for resolving them.
4. To help students develop many alternative ways of responding in a particular situation.
5. To provide students with some guidelines for determining which behaviors are constructive and which are not.
6. To assist students to learn to make decisions in terms of the effects of various courses of action on both themselves and others.
7. To help students become more aware of the effects and alternative actions available to them when they feel like harming others or destroying property.
8. To help students learn to apply their knowledge about behavior and constructive methods for resolving problems in their everyday living.

The program is not intended to be a panacea for all the behavior problems a student or a class might experience. Instead, the program is meant to help create a classroom climate that is open and accepting. Within this climate, the student is more likely to feel that his needs and feelings are real and important. It is intended to enable the teacher to help the child experience a unity of his cognitive and affective domains, as he considers the reality of his and others' behavior and feelings and attempts to obtain greater congruence between the two. The program is also intended to help children begin to develop skills for constructive and human interaction with others.

Design of the Units

Content and Format of the Teachers' Manual

Each unit in the manual contains the purpose, student objectives, a section with materials for teaching the unit, a section to the teacher, a teacher activity, and content pages. The latter identify which objectives the activities might meet, describe the activity, and identify the materials the teacher might need.

Sequence of the Units

The units have been placed in the given sequence in order to accomplish our purposes. Thus it is felt that teaching the units in sequence will be most effective. However, teachers should feel free to use individual units or those which especially interest them. Before proceeding to the activities of a new unit, it is often helpful to review or reinforce learning from previous units. It is highly recommended that at least some of the learning activities in Unit 1 be experienced by students prior to involvement in any of the units that follow.

Purpose of the Unit

This briefly states the students' reasons for studying a particular unit.

Objectives for the Learner

Objectives describe what the learner should be able to do, show, or demonstrate when he has completed the unit. They are behavioral goals for proposed changes in the learner. The

changes in the learner may involve knowledge and behavior, or the development of a method, skill, attitude, or emotional pattern. In each activity, specific objectives are met. The objectives of each unit are placed at the top of the page. You and your students might develop more objectives as you begin to study this unit. At first, you might expect only a superficial achievement of the objectives by the child, as he has just begun to examine his experiences. For example, the child might be able to say and write the concepts, but his behavior toward other people may not show the incorporation of the learning. As he gains experience (sometimes this requires two or more years) he should begin to show more congruence.

To the Teacher

This section provides further techniques and rationale in preparing to teach a particular unit.

Materials for Teaching the Unit

This section lists materials the teacher will need to make available and the multimedia recommended. These listings should help you in planning the students' lessons.

Teacher Activity

In order for you as a teacher to feel as the students might feel, the writers have asked you to do an activity similar to the one the students will do.

Content Pages

The content pages list the activities, the objectives, and the necessary materials. The activities were designed to meet the objectives in an order that seems reasonable. However, some students might find it beneficial to do the activities in another order. This is not impossible and could be encouraged if students have valid reasons. All students need not do all the activities, nor do the same activity at the same time. The variety of activities provides an opportunity for adaptation to the needs of the class. You may be able to provide some original alternative activities so the needs of all the children are met. You may decide to omit some activities.

Supplementary Readings for Teachers

The materials listed in the Supplementary Readings Section of this manual give valuable background for teaching the units. Teachers have reported that these readings have also helped them more fully understand their own behaviors.

Supplementary Books for Student Reading

The books listed at the end of each unit are intended for students to read on their own or for you to read to them at appropriate times throughout the unit. You might make as many as possible available for as long as the class is studying a unit. Most of these books are in school libraries. You may find other pertinent books and materials. However, you may need to screen these carefully, since many books, particularly some of the older ones, depict a simplistic view of behavior and are sometimes moralistic without examining the "whys" behind the values the author is attempting to impose.

TEACHER TECHNIQUES

Grade Level Appropriateness

The units and activities are not written for specific grade levels, but rather are designed to be used with any intermediate-aged youngster in Grades 4 and 5. The curriculum provides for individual differences and is intended to be used in a flexible manner. For example, if an activity calls for drawing, some students who do not want to draw or feel they don't draw well can meet the objectives through a different type of activity.

Issuing Grades Not Recommended

This curriculum deals with feelings and emotions and will be most effective if it is taught in a noncompetitive atmosphere. The authors strongly recommend that no grades be given on any of the activities. Some teachers have found it useful to send a note to accompany the regular card, explaining the reason for not issuing a regular grade in this area for this grading period. This note would explain the purpose and nature of the study and sight evidences of growth noted in the child during the course.

Explanation for Parents

As you begin this curriculum it is very important to establish open communication with the parents in order to explain the program. Some parents may ask you if you are attempting to act as a psychologist or psychiatrist. At that point it would be appropriate to explain that the program is educational, not therapeutic. As a teacher, you will be helping students understand some of the basic principles about human behavior of which everyone should be aware. This program is preventive in nature and investigates the contributions the school can make toward the development of satisfying interpersonal relations. Parents in increasing numbers have sought information about how they can establish more satisfying relations with their children and guide them more effectively. It is well known in employment circles that one of the major reasons for loss of jobs is the inability of the employee to get along well with others.

Many people feel that central to the education of the child is his gaining an understanding of human behavior and development. They feel that people are a vitally important part of one's environment and that there is a body of knowledge about human behavior that has been developed through research which should be an integral part of every well-educated person.

Learning about human behavior as it appears in individual and group settings, is in essence learning about the forces that operate in the social environment. Man has discovered that when a child is taught about forces operating in the physical environment, he is able to live more effectively in that environment. In like manner, it appears that if a child were taught to understand and appreciate the forces that operate in his social environment, he would be able to deal more effectively with that environment and see his relationship to it.

Meeting Individual Differences in the Classroom

A perceptive teacher sees in his class a complex grouping of individual pupils, many of whom come from widely differing backgrounds.

1. Although usually all are fairly close in chronological age, their differences in acquisition of skills become more apparent as the learning tasks become more complex. This is most evident in the spread of reading levels.
2. Some children may come to school with considerable hostility toward their classmates, whose lives appear to be better and happier all around. There may also be problems of rejection, where children feel rejected even if they are not. There may be children whose parents are

separated or divorced and whose behavior reflects internal conflicts. There are the frustrated child and the withdrawn one,who come to school with problems.
3. Some may have prejudices that can influence their behavior toward others.
4. Some may not have acquired adequate classroom or social skills to keep up with the average development of those in the class, so they withdraw from classroom activities or become disturbing elements in the classroom.
5. Some members of the class will have traveled widely and interacted with many different kinds of people, whereas others will have had relatively limited experiences with different people, places, and ideas.

What can a teacher do when he realizes that a class is composed of pupils from a variety of highly differing backgrounds or from backgrounds that have not prepared them for typical school learning experiences? There are as many ways to meet individual differences in the classroom as there are inventive, resourceful teachers.

Using the five examples above as sample categories, we can examine them in turn, keeping in mind the following factors:

1. The teacher shows by his own behavior the kinds of attitudes and behavior conducive to cooperative, efficient learning.
2. The teacher needs to know where his pupils are in their acquisition of a causal orientation
3. He needs to know how to provide the pupils with planned learning experiences designed to fill the gaps in their knowledge.
4. He is helped by knowing the resources of his school and the special educational facilities at his disposal.

Privileged Communications

The term "privileged communications" most often occurs or is thought of in reference to the medical, religious, and legal professions. We often go to the people in these professions when we are in need of counseling and advice. We trust their judgment and their training. We feel secure in their handling of our problems and the discretion they show in the use of privileged communications. What about our children? Where can they go or to whom can they

turn when they need counseling and guidance? Whom can they trust? Should not students feel trust and security in their teacher's judgment and professional handling of their privileged communications? The person with whom a child is most likely to develop a confidential relationship is his teacher. It follows that it would be helpful to develop open communication and enable every student to feel sure that what he has confided to you will be treated professionally as a privileged communication.

Suggestions for guiding the discussion in the classroom

Some major principles that may lead to more productive discussion have been gleaned from teachers' experiences in using the types of questions included in the curriculum. They are only the initial questions one might ask. These principles are included to help you follow through and utilize children's responses to advantage.

1. One of the major factors that influences the productivity of a discussion is knowledge of the objectives of the unit. The objectives for each unit are at the top of the pages. If you think through the objective carefully before the discussion period, you may find your choice of follow-up questions easier.

2. Since human behavior is complex, it helps to examine all possibilities when considering either the causes or the consequences of a particular behavior. In class discussions, help the students consider a wide range of possible answers. Ideas presented in the earlier portions of the discussion can then be examined in terms of the probability of occurrence. Additional factors may be discussed which would help the children see conditions in which a particular answer might or might not be true.

3. Some answers reflect thinking about basic causes and effects, and others seem to reflect a confusion between causes and symptoms, or between short-term and long-term effects. You may need to keep questioning "why" or keep asking "and then what might happen" to help the children reach a deeper level of thinking (See "Classroom Questions" by Sanders).

4. The questions are carefully worded to avoid stereotyping and "black and white" classification; for example, "How might...feel," "What might..." or "What do you think?" In this way a careful distinction is made between data and assumptions. It is hoped that children will become aware of the fact that one can never know how another person thinks or feels.

It is hoped that they will begin to appreciate the complexity of life and to see that there are a number of possible causes and effects. In this way the child might be prepared for change and unpredictability.

Whenever children respond to questions about causes of behavior with a label such as "because she's an only child" or "because he is different," you may need to ask further questions to help children see that people are <u>all</u> different and that people behave in ways that are very different from any stereotyped descriptions.

5. Because behavior is complex and interacting, all questions in this curriculum ask for causes and effects. If children give one cause or one effect, continue questioning until more possibilities are explored. It is especially important to continue questioning even if the first response is quite insightful. You may indicate acceptance with noncommittal answer such as "Could be," "That's possible," "Perhaps," etc. Examine as wide a variety of possibilities as to causes and consequences of behavior as the class can develop. You may then consider those causes and/or consequences which seem more or less probable in light of what we know about human behavior at this time.

6. In order to build a <u>background</u> of concepts and attitudes about behavior,experiences have been introduced which start <u>away</u> from the child. Experience has shown that children become defensive when applications to their own behaviors are made too quickly. These defensive reactions tend to interfere with effective learning. Therefore, the questions focus on the behaviors of the story characters. You may find it wise to avoid the temptation of asking,"Have you ever seen anyone act like that?" or "Is that like Johnny acted yesterday?" etc.

   Children may supply answers such as "Janie's fat and forgetful like that," or "Henry is a fraidy cat, too." You will need to use discretion in handling these answers in a way that will lead to the most fruitful learning. Sometimes it may be best to ignore the comment and talk with the child alone later. You may wish to say, for example, "Many people are like that" or "I wonder <u>why</u> someone might be a cry-baby" or "What do you mean when you call someone a 'fraidy cat'? How does he act? Do you know anyone who is not afraid some of the time?" After a background has been given, you may decide that the class is ready to talk about <u>real</u> behaviors and problems. Even at this point you will need to exercise care at first in choosing problems that are less likely to be highly toned with emotion. Then the problems that are more disturbing may be introduced gradually.

7. In some cases, the children may not respond to a question. If rephrasing the question or breaking it into simpler parts does not help, you may indicate a possible answer and ask them to think about it for a while. You can then come back to the question in a few days if a natural, pertinent situation arises. If not, you may be satisfied with just posing the question. Children frequently like to know that some questions about human behavior are hard even for adults and that we really do not have all the answers at present.

8. Children frequently give responses that seem to lead away from the objective or toward possible misunderstanding. You may be able gradually to get the class to decide whether the response is pertinent or whether they can supply a better answer. It is essential, however, that neither the teacher nor the class do so in a manner that indicates derision or punishment. A discussion flows more freely in an atmosphere in which respect is shown for all responses, even while the discussion is redirected to make it more fruitful. One of the goals of the program is to develop this kind of emotional climate. It will take time, and it requires skill and sensitivity to tone of voice, facial cues, and choice of words.

9. In order to encourage all children to participate, you may use several techniques. You may say such things as "On the next question will <u>each</u> of you be ready to give an idea. As soon as I have read the question and you have an idea, raise your hand." Then you may say, "Janie, your hand isn't up. Would it help if I read the question again?" Or you may try, "Billy, would you like to add an idea or disagree with Jim's answer?"

10. The goals of the program include the prevention of prejudice and premature evaluation of behavior. Therefore it is not helpful to label behavior as "good," "bad," "nice," "not nice," etc., until after some of the causes and effects are understood.

11. At the end of the discussion sessions, you might restate some major ideas and objectives that have been elaborated upon. This may help the children realize how several stories can have similar ideas and objectives.

Sociometry

Sociometry is a method for forming groups and for informally evaluating the social interaction in your class. A sociometric test usually involves asking each member of a group to name those with whom he would like to associate in a particular activity.

The personal attractions that contribute toward the development and maintenance of a group are primarily of two types -- task oriented and non-task oriented. These attractions have been called the sociotele (task oriented) and the psychetele (non-task oriented) processes within the group.

Sociometrics in the classroom involves using questions to obtain selections for peer associates in both a play group and a work group. For example, each student might be asked whom he would like to sit beside or with whom he would like to work. The response helps the teacher obtain a composite picture of the social organization of the class.

To use this method for forming groups within your classroom, you might like to consult with your principal or other individuals. A recommended handbook on the topic is: Classroom Sociometric Analysis, available from The Educational Research Council of America, Rockefeller Building, Cleveland, Ohio 44113.

Small Groups

The use of small groups can help children to become actively involved in discussing feelings. Skills in working with a group need to be learned. The use of small groups at the lower level makes the classroom less formal and requires more guidance for carrying out tasks. The more vocal children are less likely to monopolize the discussion, because the shy members are not as afraid to speak up and challenge them in small groups. All group members are potential leaders, but formal leaders may be appointed, particularly at the intermediate level.

Role Playing

Role playing is a technique that gives pupils the opportunity to express their feelings about specific situations and problems. The stories they act out should be catalysts that stimulate them to think and talk. During the situations, the pupils can make choices, both right and

wrong, and discover their mistakes by themselves. They will learn that their choice of actions affects other people as well as themselves. The students should feel free to choose alternative actions and discover their effects within a nonjudgmental environment. There are several basic steps in preparing your class for role playing:

1. Present the situation to the class and explain what problem must be solved in the situation. In some cases, you may ask students to decide what roles are needed.

2. Select the participants. At first you might choose students who are least threatened by new experiences. You might wish to have students exchange roles during the action.

3. Provide the children with props that will stimulate their imaginations and give them a sense of confidence in creating their roles. As children get older, these props can be more and more simple or omitted altogether.

4. The stage is set for the situation by arranging the classroom furniture in an imaginary setting.

5. The role playing takes place.

6. A class discussion follows the role playing.

The audience has as significant a part as the players because of the importance of listening and observing in order to discuss the situation. When the role-playing situation has been completed, the class can talk about the situation, and the players can share the feelings they had in their new roles. The class might decide that the problem could be solved another way, and the role playing could be repeated. This enables the pupils to see that there are several ways to act in each situation. The children should begin to decide which solutions are most appropriate or constructive in working out specific problems. This is done by considering the <u>effects</u> of certain behaviors on the people involved. Remember that there are usually several constructive ways to resolve a situation. Do not lead the children to believe that there is a right answer or only one way of acting.

Have your students find a solution for the problems in each role-playing situation. Read the situation and prepare your students and the classroom for the presentation. If the children

play the roles of animals, they might feel less threatened in expressing their feelings and actions. Remember to discuss the situation after it has been completed. This discussion is as important as the role playing.

During their first experiences with role playing, you may find some children who are threatened, some who do not put themselves into the role, etc. Remember that the approach also has to be learned and that it may take several experiences before some children "warm up." Some children also enjoy and profit from taping their role-playing experiences.

In These Are Your Children by Gladys Gardner Jenkins, Helen S. Shacter and William W. Bauer (New York: Scott, Foresman and Company,1953), we find these characteristics of children in the intermediate years (page 294). (Reprinted with permission of the publisher.) Try to keep these in mind as the pupils become involved in the learning experiences in the units.

INTERMEDIATE SCHOOL YEARS:EIGHT- AND NINE -YEAR - OLDS

Dominance of peer group begins its period of ascendance.
More aware of themselves and less concerned with such adult standards as neatness and quietness.
Gang belonging enables the youngster to work on his adequacy needs.
Children equate democracy and freedom without understanding the role of responsibility.
Might not respond when asked about feelings or actions.

PHYSICAL DEVELOPMENT

Slow, steady growth continuing for most children. Some, especially girls, forge ahead and reach the plateau preceding the growth spurt of adolescence. A few enter the stage of rapid growth, marking the start of puberty.
Lungs and digestive and circulatory systems almost mature. Heart growing less rapidly.
Permanent teeth continuing to come in. Need for orthodontia may become apparent.
By end of period, eyes will function as well as those of adults. Ready for close work with less strain.
Near -sightedness or other defects may become apparent.
Muscles better coordinated; manipulative skill increasing. Child becoming ready for crafts and shop work.
Poor posture sometimes develops.

Attention span longer.
Sleeps about ten hours; can benefit from a period of relaxation in the middle of the day.
Energy level high for those not maturing, but children often play to point of fatigue.

CHARACTERISTIC REACTIONS

Shows greater responsibility, dependability, and reasonableness; has developed a strong sense of right and wrong.
Individual differences becoming distinct and clear. *Wide discrepancies in ability and interests* appearing.
Capable of prolonged interest; often makes plans that carry over a period of time; may go ahead on his own.
Gangs strong, of one sex only, of short duration, and changing membership. Stronger among boys than among girls. Girls tend to cling to two or three good friends.
Perfectionist -- wants to do well, but loses interest if discouraged or pressured.
Interested less in fairy tales and fantasy, more in stories about boys and girls, science, adventure, and the world about him. Understand relationship of past, present, and future.
Loyalty to country and pride in it.
Much time spent in talk and discussion; often outspoken and critical of adults, although still dependent upon adult approval. Argues over fairness in games and making of rules.
Friendships often break up because of different rates of maturing, resulting in different interests. Child nearing puberty needs different program from child who is still immature.
Differences appearing in interests of boys and girls; some antagonism and teasing.
Is often overactive, hurried, and careless because of high energy level; may have accidents.
Is learning to cooperate better; takes active part in group planning and group activities, though still reluctant to give up own wishes. Much arguing in developing plans.

SPECIAL NEEDS

Active, rough-and-tumble play for development of whole body.
Friends and membership in a group.
Organized club and group activities.
Training in skills, but without pressure.
Expectation of responsibility; opportunities to take responsibility and make plans, with adult support and guidance at difficult points.

Reasonable explanations -- no talking down; likes chance to talk things over.
Opportunities to have questions answered.
Continued wise guidance and channeling of interests and enthusiasms; warm understanding, affection, and support from family group; wants to feel an important, useful member.
Opportunities for creativity through art, music, rhythm, and dramatics.
Help in learning to get along with others and to accept those different from himself.
Help in learning how to meet competition.

PREADOLESCENCE: TEN - AND ELEVEN - YEAR - OLDS

PHYSICAL DEVELOPMENT

Wide variations in rate of development become strikingly obvious.
Beginning of puberty is marked by a period of rapid but uneven growth following a plateau period in both height and weight.
The "pubescent spurt" usually starts between nine and thirteen; some children grow most rapidly between ten and twelve years, others between fourteen and sixteen, some boys not until about seventeen.
Girls usually taller and heavier than boys during this period and about two years ahead of boys in development.
Reproductive organs maturing; secondary sex characteristics developing.
High enery among those not yet maturing; period of restlessness, fatigue, and seeming laziness among those who are maturing.
Usually twenty-eight permanent teeth by thirteen or fourteen.
Heart not developing as rapidly as rest of body; bone growth not always matched by corresponding muscular development.
Unevenness of growth means features, hands, feet, and legs often out of proportion for a time.
Awkwardness, poor control, and poor posture often result from uneven growth.
Enormous but often uncertain appetite.
Needs eight to nine hours of sleep, though will often sleep longer.

CHARACTERISTIC REACTIONS

Seeks acceptance by age-mates.
Gangs continue, though loyalty to gang is stronger among boys than girls.
Sometimes much teasing and seeming antagonism between boy and girl groups.

Those who are maturing beginning to show interest in other sex.
Interested in team games, outdoor activities, pets, hobbies, collections, radio, TV, comics, movies, and activities to earn money. Interests of boys and girls diverging.
May become moody, overcritical, changeable, rebellious, or uncooperative.
Opinion of own group beginning to be valued more highly than that of adults.
Can work cooperatively on teams and in groups. Strong emphasis on fairness and on rules.
Self-conscious about body changes.

SPECIAL NEEDS

Varied programs to meet different maturity levels.
Organized clubs and group activities based on boys' and girls' needs and interests.
Help in understanding the physical and emotional changes beginning to take place.
Warm affection and sense of humor in adults; no nagging, scolding, or talking down.
Sense of belonging, acceptance by peer group.
Opportunities for boys and girls to do things together in group activities.
Opportunities for greater independence and for carrying more responsibility without pressure.
Special help for child who is obviously maturing much faster or more slowly than companions.
Acceptance of irregularities of both physical and emotional growth.
Acceptance of continued need for some dependence on adults.
Help in developing skills which make it possible to take part successfully in group activities
Recognition of individual capacities and abilities, with planning of special programs to meet needs and avoid discouragements.

Integrating This Curriculum and Causal Approach into Other Subject Areas

This curriculum can be taught during a time period separate from other subject areas, or it can be incorporated into various subjects. This curriculum provides a variety of activities that incorporate reading and writing skills, group discussions, various methods of expression, art projects, and music activities. Therefore the materials can be used during language arts, social science, science, music, and art periods.

The causal approach can be used as a teaching technique in any area of study. Students are asked for causes, possible effects, and the reliability and accuracy of information. The content can be modified to reinforce the concepts of behavior in any area of study. For

example, in a social science unit the students can look for historical clues that show whether a person can satisfy his needs more readily by working with others or by depending only on himself. History can be used as a way of investigating the effects of past behaviors. A story can illustrate some of the needs people have. Language arts can be used as a way to help children express their needs and feelings. Math units may help the child understand that he makes decision on the basis of probability. Science units may teach the interdependence of certain types of living organisms.

You may be able to reinforce the major concepts in these units by being alert to ways in which these activities can be interrelated with the other experiences of the child.

Student Book

Exercises in the Student Book should be considered as only one way of helping students understand the concepts in the program. You may find that some of the activities are appropriate for the entire class, while others are appropriate for individual members or small groups.

SUPPLEMENTARY READING FOR THE TEACHER

These are highly recommended readings for all teachers about to become involved in the teaching of this curriculum.

BOOKS:

Berkowitz, Leonard. Aggression: A Social Psychological Analysis. New York: McGraw Hill, 1962.

Boston, Terry. Reach, Touch and Teach. New York: McGraw Hill, 1970.

Byler, Ruth V. (Editor) Teach Us What We Want to Know. Hartford, Connecticut: Connecticut State Board of Education, 1969.

Buss, Arnold H. The Psychology of Aggression. New York: John Wiley & Sons, Inc., 1961.

Chesler and Fox. Role Playing Methods in the Classroom. Chicago: Science Research Associates, Inc., 1966.

Coles, Robert. Children of Crisis. New York: Dell Publishing Co., Inc., 1967.

Crosby, Muriel (Editor) Reading Ladders for Human Relations. Menasha, Wisconsin: George Banta Company, Inc., 1968.

Devoky, Diane. How Old Will You Be in 1984? New York: Hearst Avon, 1969.

Fox, Luszki and Schmuck. Diagnosing Classroom Learning Environments. Chicago: Science Research Associates, Inc., 1966.

Ginott, Haim G. Between Parent and Child. New York: Avon Books, 1965.

Glasser, William, M.D. Schools without Failure. New York: Harper & Row, 1969.

Graham, Hugh, and Ted. R. Gurr. Violence in America, Historical and Comparative Perspectives U. S. Government Printing Office, Washington, D. C., 20402. June, 1969.

SUPPLEMENTARY READING (continued)

Haimowitz, Morris and Haimowitz. Human Development. New York: Thomas Y. Crowell Co., 1966.

Holt, John. How Children Fail. New York: Dell Publishing Co., Inc., 1964.

Holt, John. How Children Learn. New York: Pitman Publishing Corp., 1967.

James, Howard. Children in Trouble. Boston: The Christian Science Monitor, 1969.

Jenkins, Gladys. These Are Your Children. Chicago: Scott Foresman, 1953.

Jersild, Arthur. When Teachers Face Themselves. New York: Teachers College Press, 1967.

Kaufman, H. Aggression and Altruism. New York: Holt, Rinehart & Winston, 1970.

Kohl, Herbert. The Open Classroom. New York: Vintage Books, 1970.

Lippitt, Ronald, Fox,and Schaible. Social Science Resource Book. Chicago: Science Research Associates, Inc., 1969.

Lippitt, Ronald, Fox, and Schaible. The Teacher's Role in Social Science Investigation. Chicago: Science Research Associates, Inc., 1969.

McIntire, Roger. For Love of Children. Scranton, Pennsylvania: Hadden Craftsman, Inc., 1970.

Mager, Robert F. Preparing Instructional Objectives. Palo Alto, California: Fearon Publishers, Inc., 1962 .

Martin, John M. Juvenile Vandalism: The Study of Its Nature and Prevention. Springfield, Illinois: Thomas, 1961.

Megargee, Edwin I and J. E. Hokanson. The Dynamics of Aggression. New York: Harper & Row, 1970.

SUPPLEMENTARY READING (continued)

Menninger, Karl. The Crime of Punishment. New York: Viking Press, 1968.

Noar, Gertrude. The Junior High School Today and Tomorrow, 2nd Edition. New Jersey: Prentice-Hall, 1960.

Noar, Gertrude. Teaching and Learning the Democratic Way. New Jersey: Prentice-Hall, 1963.

Ornstein, Allen and Vairo. How to Teach Disadvantaged Youth. New York: David McKay Co., Inc., 1969.

Postman, Neil and Weingartner. Teaching As a Subversive Activity. New York: Delacorte Press 1969.

Raths, Louis E., Merrill Harmin, and Sidney B. Simon. Values and Teaching. Columbus, Ohio: Charles E. Merrill Publishing Co., 1966.

Redl, Fritz. When We Deal with Children. New York: The Free Press, 1966.

Redl, Fritz and William W. Wattenberg. Mental Hygiene in Teaching, 2nd Edition. (pp.60-84) New York: Harcourt, Brace & World, Inc., 1959.

Rubin, Theodore. The Angry Book. New York: MacMillan Co., 1969.

Sanders, Norris, M. Classroom Questions - What Kinds? New York: Harper & Row, 1966.

Shaftel, Fannie and George. Role-Playing for Social Values: Decision-Making in the Social Studies. New Jersey: Prentice-Hall, Inc., 1967.

Singer, Jerome,L. The Control of Aggression and Violence. New York: Academic Press, 1971.

Toffler, Alvin. Future Shock. New York: Random House, 1970.

Wertham, Frederick, M.D. A Sign for Cain. (an Exploration of Human Violence). New York: Macmillan Co., 1966.

Yates, Aubrey J. Frustration and Conflict. London: Methuen, 1962.

PAMPHLETS: Copies of the following may be procured at minimal expense:

"Recommended Reading about Children and Family Life, 1967," Child Study Association, 9 East 89th Street, New York, New York, 10028, 1968. ($1.00)

Redl, Fritz. "Pre-Adolescents - What Makes Them Tick?" Child Study Association, 9 East 89th Street, New York, New York, 10028, 1968.

The papers listed below can help teachers and students to gain a background in the causal approach to behavior:

Maslow, Abraham H. "A Theory of Human Motivation." Psychological Review 50 (1943):370-396.

Ojemann, Ralph H. "The Causes and Consequence of Behavior." Education 85 (1964): 78-83.

Ojemann, Ralph H. "Mental Hygiene of the Normal Child - Part 1 - The Nature of Child Behavior." Educational Research Council of America, Rockefeller Building, Cleveland, Ohio 44113.

FOR FURTHER UNDERSTANDING OF EDUCATIONAL OBJECTIVES:

Barker, Larry, Robert Kibler and David Miles. Behavioral Objectives and Instruction. Boston: Allyn and Bacon, Inc., 1970.

Ojemann, Ralph and David Hyde. "Suggestions for Formulating and Writing Educational Objectives." Educational Research Council of America, Rockefeller Building, Cleveland, Ohio 44113.

Ojemann, Ralph H. "The Teacher's Conception of Educational Objectives." Educational Research Council of America, Rockefeller Building, Cleveland, Ohio 44113.

TRANSITION UNIT

Purpose of the Unit

To provide an introduction for children who have not previously been involved in the program

To the Teacher

This unit has been provided for transition purposes. It provides activities for children and teachers who have not previously participated or used: "Dealing with the Causes of Behavior" Primary level.

It should be of some assistance to teachers whose children are not quite ready for the materials suggested in the Introductory Unit. You can gradually ease into the intermediate units by first teaching the Transition Unit.

It might also help establish rapport between teachers and pupils and set the tone for the scope of this curriculum.

(A) Discuss how our needs might change as we grow older.

Construction paper, glue, scissors, magazines, crayons, paint, paint brushes, photographs

The students would begin this activity by talking about the needs of people at different age levels. Be aware that these age levels may differ depending on the people with whom the children are or have been in contact. The discussion should start with the basic needs (physiological, security, love, self-worth) of an infant and progress to those of a senior citizen. The students may find that some needs change completely, some moderately, while others remain the same.

After the discussion, each student can make a booklet to show how his needs changed or remained the same as he grew. Ask each student to identify several needs that he thinks are unique to him. He may draw pictures, use photographs from home, or use magazine pictures to illustrate his work. Encourage the students to express their growth in poems, short stories, or short plays. When the students present their booklets to the class, do not create

a competitive atmosphere by comparing their accomplishments. Let each student share and discuss his booklet in any way he wishes.

(B) Develop vocabulary on feelings. Poster board

Children often know how they feel and yet do not know the words to express their feelings. To help the students develop their vocabulary in this area, you might make a chart using the following words. As the students' understanding of these words increases, they may be able to discuss their feelings more freely.

Perhaps magazine pictures can be pasted illustrating each word.

Happy	Important	Joyful	Jealous	Pleased
Mad	Brave	Merry	Lonely	Beautiful
Sad	Determined	Upset	Embarrassed	Ugly
Glad	Proud	Excited	Safe	Unsure
Angry	Afraid	Outraged	Hurt	Sure
Worried	Loved	Alone	Ashamed	Trusting
Trusted		Fat		Skinny

(C) Define behavior and distinguish it from misbehavior.

Write the word "behavior" on the board and ask the class to define it. Put all their responses on the board and formulate a class definition of the term. Behavior is defined in these units as: THE WAY A PERSON ACTS OR REACTS IN A SITUATION. Present this definition to the class and compare it with the definition they developed.

Ask them what "misbehavior" means and how it might differ in meaning from "behavior." The term behavior includes both socially acceptable and socially unacceptable actions. Thus, if a teacher says a student is not behaving, he really should say the student is misbehaving. Misbehavior is defined in these units as: THE INAPPROPRIATE WAY A PERSON ACTS OR REACTS IN A SITUATION.

Activities

Objective(s)/Materials

(D) Describe how our needs and feelings make us alike.

Class members can discuss and list on the chalkboard all of the needs they have in common. The purpose of this activity is to help them realize that, even though each is a unique individual, there are some things which we all need and some feelings that we all have. They will later become aware that needs and feelings are some of the reasons for causing us to behave as we do. It might be helpful to try to fit all of the needs that the class suggests into Maslow's categories: physiological, safety, love, self-worth, and self-actualization. It might be best to use only the first four needs in your categories and call the first one "physical." Most of the needs that the students come up with will probably be physiological ones, so try to help them discover the safety, love, and self-worth ones. Maslow's theory of basic needs is discussed in "To the Teacher" for this unit.

(E) Discuss and react to "Frustrating Situations."

We use many methods to alleviate frustration, but some of them do not satisfy the original stopped need. If our original need is not satisfied, we will continue to be frustrated. Some of the methods that avoid the frustration but do not meet the need are: to withdraw, to forget the problem, or to project it onto others. Other methods, such as kicking the wall, breaking a dish, slamming a door, scapegoating, etc., are referred to as misplaced aggression and are equally unacceptable in satisfying the original need.

Activities

In the class discussion of the situations presented in this activity, try to have the students think of several ways the person might use to alleviate or solve the frustration. You can increase the students' responses by asking what the person might or might not do. For example, in the first situation, you might stimulate thought by asking questions like these:

1. Could Jim pretend he does not like to play?
   Would that make him feel better? Why or why not?
2. Could Jim get angry with his parents or his little brother?
   Would that satisfy his need? Why or why not?
3. Could Jim run away?
   Would running away satisfy his need? Why or why not?
4. Could Jim take his brother to play with his friends?
   Would that satisfy his need? Why or why not?

For each situation presented in the Student Book, you might ask the following questions:

1. How might the person(s) feel?
2. What might be some of the person's needs?
3. Give as many ways as you can to tell how the person might act.
4. Do you think the person will still feel frustrated after he acts these ways? Why or why not?

Activities

FRUSTRATING SITUATIONS

(a) Jim's friends decide to play on a nearby vacant lot after school. Jim wants to play, but every day after school he has to take care of his younger brother until his parents get home from work.

(b) Marge has asked Sue to go ice skating on Saturday. It will be the last day the rink will be open. Sue wants to try her new skates, but she has told her father she will help him with work at home.

(c) Carl and his friends had planned to go fishing every Saturday as soon as summer vacation came. But Carl lost his fishing pole, and his parents could not buy him a new one.

(d) Karen's teacher kept her after school because she had not completed a work sheet. Karen's mother had told her to be home immediately after school to help her with the shopping.

Write two frustrations you have had. Tell how each frustration felt and what you did to stop it. Can you tell which of your needs were not satisfied?

Activities	Objective(s)/Materials
(F) Create a cartoon which illustrates the causes and effects of anger.	Paper, crayons, pencils

In this activity the students draw a sequence of behaviors by creating a cartoon strip. The activity can be developed as you discuss each aspect of anger. The student divides a sheet of paper into three frames either by folding his paper into three sections or dividing the paper with lines.

Step 1. In frame two the students can draw a picture of an angry person(s).

Step 2. After the class is aware of some causes of anger, they can draw the situation in frame one that might have caused the person(s) in frame two to become angry.

Step 3. After the class has discussed some of the effects of anger, they can draw in frame three some of the possible effects of the person's (frame two) anger.

Some possible discussion questions are:

1. Is the angry person hurting anyone? If he is, how else might he act?
2. How might you feel if you were this angry person?
3. How might you act if you were this angry person?

Some students may want to write captions for the cartoons which they have created. The students could also dramatize their

cartoons for the class, acting out the causes and effects of anger. The cartoons could be displayed in the classroom.

(G) Observe harmful behaviors on television, at home, and around the school.

Before doing this activity with the students, you should send home a letter which explains to the parents that the class is studying the harmful behaviors shown on television.

The student can watch television one evening and tell his parents how many times he sees what he might call a harmful behavior. The parents' role is to help him count and help him discriminate which behaviors might be hurting someone. Try not to make this a competitive activity where some students might come in with unrealistic numbers of incidents.

Another day ask the students to try to keep a tally of the number of times they see any harmful behaviors at home or on the playground. After the students have completed both of these observations, the discussion can revolve around whether or not people like to watch others get hurt.

1. How much harming of others is shown on television?
2. Do most people like to watch this type of behavior? Why or why not?
3. Can you think of some reasons why there might be so much harmful behavior on television and in the newspapers?

Activities	Objective(s)/Materials
4. Was the number of harmful actions on television as great as the number of harmful actions the students actually saw? 5. Might a person who sees a great deal of harmful behavior hurt others? 6. Might a person who never sees harmful behavior hurt others?	

INTRODUCTORY UNIT

Purpose of the Unit

This unit should introduce the students to an atmosphere where they do not feel threatened in expressing themselves. It will help them begin to understand themselves and others. The unit will also help them understand their self-concepts and self-expectations. It will also help the teacher create and work in a non-judgmental atmosphere.

Objectives for the Learner

The learner will be able to:
1. Discuss the group process and the role of the individual in the group.
2. Discuss some ideas he has about himself.

To the Teacher

The activities in the unit will involve the students in the dynamics of the group process. Your role can be that of a guide and stimulator rather than a judge. Why not use a positive approach with the children? An overall objective of this curriculum is to help the children develop the skills and confidence to become critical thinkers, especially about behavior. This cannot occur if you do the thinking and make the decisions for them.

The development of this climate will be facilitated if you learn to create questions out of the students' responses. This approach enables both you and your students to look more thoroughly into situations and discover more than one way of answering a question. For instance, if you ask the students how they feel when they come to school, they may say happy. You can try to stimulate further thought by asking: Why do you feel happy? Would you feel happy on a rainy day? Would you feel happy if you knew there would be a test that day? Would you feel happy if you had just come to school for the first time? How might you help other people be happy ? Your objective in questioning the students this way is for them to think of some of the possibilities and why they might occur. When you begin this approach,your students may need guidance from you. You might accomplish such guidance by encouraging their responses, by reflecting on how they may be feeling, or by identifying your own feelings or experiences and sharing them with the students.

MATERIALS FOR TEACHING THIS UNIT

Teacher Responsibility

Activity A	Ditto of Group Observation Sheet, Teachers' Manual page
Activity B	Manila folders for entire class, magazine pictures, glue, scissors, felt tip pen, crayons

Activities	Objective(s)/Materials
(A) Participate in group decision-making activity. Tell the class that the purpose of the activity is to give them some experience in working on a problem by themselves and then working on the same problem in a small group. Explain that the experience will help them later in the unit when they work on group activities. Give the following instructions to your students: Students: In the student book turn to Page 2, "Designing an Elementary School." Allow adequate time while they make their individual lists of ten items they will take from earth into space. No discussion among themselves is allowed. Observers: One person serves as an observer for five or six students. Explain the "Group Observation Chart" to the observers. Tell	1,2 "Designing an Elementary School" for group members Page 2 of Student Book, and dittos of "Group Observation Sheet" for observers Page 44 of Teacher Manual.

INTRODUCTORY UNIT
The learner will be able to:
1. Discuss the group process and the role of the individual in the group.
2. Discuss some ideas he has about himself.

Activities	Objective(s)/Materials

them not to show the sheet to the group until after group choices have been made. They will later report their tabulations and lead the discussion of the questions on the sheet. Brief them orally on what the students are doing.

The observer does not rank the items or participate in the group discussion. He observes how the group works and reports his observations to the group.

After individuals have responded to the project:

Divide the students into groups of five or six, including an observer for each group.

Now the groups can make one list of ten items from their individual lists.

The individual problem, the group problem, and the observer reactions to the group should be completed during one class session. The following session can include the small-group discussion of the questions and class evaluation of the experience.

Conclusion:

The entire class can discuss how their groups functioned, how individuals functioned in their roles, how they felt about their role in the group, and how groups can work most effectively in

INTRODUCTORY UNIT
The learner will be able to:
1. Discuss the group process and the role of the individual in the group.
2. Discuss some ideas he has about himself.

Activities | Objective(s)/Materials

solving a problem. This should not turn into personality analyses. The idea that students are functioning in roles should always be in the minds of the students.

(Alternative A)
Alternative Activity for students who might have done the "Designing of a New School" previously. This activity can be coordinated with a history unit.

"MOVING WEST"

Situation

It is the early 1800's. The Western part of America is becoming the place to be.

Problem

You and your family are moving by covered wagon from your comfortable home in a city in the East to settle in the West. The size of your wagon limits what you can take to meet your basic needs for food, clothing, and shelter. Decide what ten items you would take to establish your new home in the West. There is no mail service yet. You will be selling any possessions which you cannot take with you.

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INTRODUCTORY UNIT

The learner will be able to:

1. Discuss the group process and the role of the individual in the group.
2. Discuss some ideas he has about himself.

Activities	Objective(s)/Materials
Procedure	
1. Working alone, decide on the ten items you want to take.	
2. Divide into groups of five or six and make a list of ten items from your individual lists. The group needs to agree on one list of ten items.	
3. One person will be assigned to observe each group as it decides on its list of ten items. Later the observer will report on how your group worked at solving the problem.	
(B) Personalize a folder to use in the course. Each student can be given a manila folder which he can decorate in any way to make it "his." The students might want to use magazine pictures or draw their designs. The folder is to be each student's private place.	2 Folders, crayons, felt tip pens, magazine pictures, glue, scissors
On the inside flap of the folder each student should glue an envelope where he can place messages for you to read. To begin to build the trusting relationship in the classroom, each student can write something in the folder that is private and place it in the envelope. Nobody is to read anyone else's folder at any time, unless the owner has given permission.	
If a student has written something that he wants you to read, he can place a paper clip over his name on the flap of the manilla envelope.	

INTRODUCTORY UNIT

The learner will be able to:

1. Discuss the group process and the role of the individual in the group.
2. Discuss some ideas he has about himself.

Activities	Objective(s)/Materials
The entire class's envelopes (you should have one also) should be placed in a convenient place where everyone can always see them. If throughout the day some students have finished other work and would like to go to their folders and either write about problems or draw something for the folders, encourage them. Remember that this is their private property, and to maintain a trusting relationship you should honor their right to privacy. If you feel the need to talk to a student about something in his folder that bothers you, approach him in an open and accepting manner. Some students might be trying to non-verbally ask you to talk to them about a problem.	
(C) Compare answers to two questionnaires in the Student Book. These two pages should be filled out on separate days. The first one, which describes what the pupil wants to be like, should be place in his folder. The next day the students should fill out the other sheet, which describes how they see themselves presently. The third day the students should compare the two sheets privately to see if there are any differences in the way they want to be and the way they think they are. The two sheets can then be placed in the folders.	2 "What I Want to Be Like", "How I See Myself" Pages 3,4 Student Book.
(D) Participate in class discussion. The purpose of the activity is to have each person share something about himself that he would like to improve upon. In comparing his two papers, if a student notices that he would like to be friendly but is not, he may want to know how others have	1,2

The learner will be able to:

1. Discuss the group process and the role of the individual in the group.
2. Discuss some ideas he has about himself.

Activities	Objective(s) /Materials

tried to get to know new pupils. Possible questions to begin the discussion or keep it going are:

1. What might a person do to make himself more happy?
2. What can people do to help themselves not feel lonely?
3. What makes us trust people?
4. Whom do you trust to:
   a. keep a very important secret?
   b. drop everything to help you?
   c. take care of your most prized possession?
5. What is it about some people that makes you feel you can trust them?

(E) Add comments to the sheets to make them more personal. 2

Some students might want to add further statements to the two lists on the two forms and rate themselves. This can make the forms more personal and include some needs and feelings that different students might have.

To go even further, some students might want to write paragraphs or lists which could include what they think makes them the persons they are. These can also be placed in the folders and taken out from time to time to check for progress.

Group Observation Sheet
and
Discussion Guide

Your task is to observe how the group works in making decisions. You are not to become involved in the discussion while the group is making its choices. Make a small check (✓) by the behaviors as they happen in the group. After the group has reached its consensus, show them the Group Observation Sheet and discuss the number of times you felt members participated in the group process. The group members should not see your observation sheet until this time. You might want to include a count of who speaks and how often.

_____Make another person feel as if he belongs to the group

_____Helping the group come to a decision

_____Giving information or suggestions

_____Refusing to participate or disagreeing with others

_____Getting angry or aggressive

_____Clowning around, joking, goofing off

_____Other (list other items)

After the group has discussed your observations, lead them in a discussion of the following questions.

1. How many of the group members really got involved in the discussion?
2. Why do you think the others did not become as involved?
3. What problems came up during the discussion?
4. How were they handled?
5. How did the members of the group treat each other?
6. What methods did the group use to decide that a particular item should be on the list?
7. What suggestions would you make so that the group might work together better the next time?

UNIT I BEHAVIOR

Purpose of the Unit

To help students understand that behavior has causes and effects

Objectives for the Learner

The learner will show that he is beginning to understand behavior by his ability to:

1. Define behavior.
2. Identify some basic human needs and feelings.
3. Describe how an individual's resources might affect his behavior.
4. Explain how the immediate physical setting might affect behavior.
5. Define and give examples of frustrations.
6. Identify the causes of a given frustration and some of the constructive ways in which this frustration can be met.
7. Give an example of behavior, explain some of its effects, and describe some of the behavior alternatives.

To the Teacher

The order of the activities in this unit clearly follows the objectives. The objectives tie in closely with the Behavior Equation and the causal approach to behavior (Objective 1). The unit first discusses needs and feelings (motivating forces, Objective 2) then moves on to an individual's resources (Objective 3) and his immediate physical setting (Objective 4). These factors taken together can be said to "cause" behavior. Then if a person's needs are not met or he experiences difficulty expressing his feelings, he might experience frustration (Objectives 5 and 6). After we discuss behavior and some possible frustrations, we can then discuss effects and alternatives (Objective 7).

Behavior is defined in these units as: THE WAY A PERSON ACTS OR REACTS IN A SITUATION. To help you gain an understanding of behavior, an equation, first proposed by Dr. Ralph H. Ojemann in 1936, can be used to analyze the causes of behavior. It is just one way of looking at and understanding behavior. There are three factors which are part of the equation:

1. Motivating forces - Needs and feelings which people try to satisfy
2. The resources - An individual's abilities, skills, knowledge, and problem-solving methods
3. The immediate physical setting - Physical surroundings in which the behavior occurs

The equation is written as: (the plus sign (+) means "interacts with." The equal sign (=) means "leads to.")

MOTIVATING FORCES + RESOURCES + IMMEDIATE PHYSICAL SETTING = BEHAVIOR.

OR

NEEDS + SELF + PLACE = BEHAVIOR

In this unit, you and your students will be talking about the factors in the equation in order to investigate the causes of behavior. As the students come to realize that there are basic needs which we all have, they will also see that they are met in different ways. Understanding the concept of needs as it relates to behavior is fundamental to this curriculum. A "need" is defined in these units as A LACK OF SOMETHING WHICH IS ESSENTIAL, DESIRABLE, OR USEFUL. Needs are the motivation for behavior. To look at behavior and what causes it, we must take these needs into account. A teacher must realize that feelings are a major influence on how a child acts in the school and home. If you are aware of a child's feelings, you may understand how best to help him.

Any feeling a child has, whether it is the fear of the dark or a feeling of failure, is real for the child. Thus, it is not a question of whether or not a child should feel in a certain way. He just does. You can, however, question the manner in which a child expresses a feeling by looking at the effects that expression has on himself and on others. It is important that you and your students learn to accept and recognize the whole range of feelings. At first both of you may feel uncomfortable and awkward in openly expressing your feelings to one another. Therefore it is necessary to build a trusting and supportive atmosphere in your class. This atmosphere can come about when you handle information the children give you in confidential matters. It also comes about in classrooms where teachers are open and accepting at all times of the day. Your concern should be to get feelings out in the open. Only then can the child be helped to learn constructive methods of expressing his feelings. We cannot expect children to be in touch with their needs and feelings. They will have to learn this.

Try not to impose your values on the children. It is easy to do this unconsciously. Unless your students feel that they can talk about any feeling they have and still gain your

acceptance, you will find that they will share only their pleasant emotions. Usually these are not the emotions that lead to undesirable behavior.

The resources a person uses to help satisfy needs can best be described an an individual's abilities, skills, knowledge, and problem-solving methods. A person's environment greatly influences his number of resources. (Just look at the difference in the number of possible resources for the disadvantaged youngster who cannot read in school as compared with the resources of a child whose loving parents provided him with educational opportunities at home even before he was exposed to school.)

As the students continue in their discussion, they will discover that, although many of us have some of the same resources, most of us have at least one resource that is different from everyone else's. (For example, we can all eat, but possibly only one of us can climb a mountain.) Develop an awareness of the influence the immediate physical setting has over our behavior.

The immediate physical setting as described in the behavior equation refers to any physical surrounding in which a behavior occurs. Many recent studies on the causes of violence state that if the weapons had not been so handy, some murders might not have been committed. If a child grows up believing that everyone lives in a cold house in winter, he may not believe that it is possible for other children to be warm in their homes. He may not know how to react in his immediate physical setting -- that is, how to work or play without concern for his coldness.

Various individuals have categorized the basic needs of human beings. We have chosen to use psychologist Abraham Maslow's theory of human needs in this curriculum since it is widely accepted. Maslow has categorized the basic needs of man as follows:

1. Physiological (Physical)	- The need for food, water, rest, activity, touch, sex, and similar things
2. Security (Safety)	- The need for safety from the things we believe could be harmful to us
3. Love	- The need to be loved and to feel that one belongs
4. Self-worth	- The need to feel that we are doing something worthwhile, count for something, and are persons of worth
5. Self-actualization	- The need to make use of our potential to fully develop ourselves as individuals to do what we are best suited for

Maslow felt that the physical needs are the most basic of all needs. A person who is lacking food, safety, love, and esteem would probably seek food first. When the physical needs are satisfied, at least to a degree, the other "higher" needs emerge, and these, rather than physical hungers, begin to dominate the organism.

As one progresses through satisfying the "hierarchy" of needs, he may reach the level of desiring self-fulfillment or self-actualization. Another way of stating this need is to say that what a man can be, he must be.

The emergence of the need for self-actualization rests on the satisfaction of the physical, safety, love, and self-worth needs. People who have the first four needs satisfied can be called basically satisfied people and thus, psychologically, the most mature. Since, in our society, basically satisfied people are an exception, not a great deal is known about self-actualization.

Human behavior is complex and cannot be understood by just looking at the behavior as it appears on the surface. For example, when three children cry, one may be hungry, another may be frightened, and still another may feel left out. Thus, we cannot be sure what the actual needs are by just looking at behavior.

Conversely, more than one person (or the same person at different times) might satisfy the same need in a number of different ways, depending on the immediate physical setting and the

resources of the individual. For example, children who are frightened may cry, fight, run away, or show various other behaviors.

An awareness of the complexity of need satisfaction can help us develop an appreciation for the uniqueness of each human being. It also emphasizes the importance of looking below the surface in order to understand the behavior of each individual. The approach to behavior which seeks to find causes and examine the possible effects is called the "causal" approach.

Some children at the intermediate level may have considerable difficulty in understanding Maslow's categories of basic needs beyond the physical level. Others may be able to move to the safety, love, and self-worth needs and understand them. You should attempt to guide the students to these latter levels when it is appropriate in an activity.

During the unit, you may want to classify specific needs according to Maslow's categories for your own purposes or with the students. There is a possibility that the need may not seem to fit in any of the five categories. If this situation arises, it is important to realize that some needs are unique and are difficult to place in a particular category. It might be necessary to develop further categories to add to Maslow's list in order to classify these needs.

Be accepting of students' responses and questions. It would be best not to supply answers but to base your questions on their responses. Such a technique will help the children develop the skills and tools to make their own decisions. We cannot assume that children are able to be in touch with their needs and feelings. They can learn this. By using methods that are causally oriented, you can help students begin to think and act causally. Such methods involve an attitude that resists arbitrary judgments and looks for the causes of behavior both in and out of the school setting.

The <u>emphasis</u> in the unit should be in helping the children <u>become flexible in their understanding of behavior</u> so that they can begin to act causally. An <u>overall goal</u> is to help the students not prejudge behavior. The greater their understanding of the causes and effects of behavior, the more successful they should be in dealing with people and understanding how to satisfy their own needs.

MISBEHAVIOR

Misbehavior is defined in these units as: THE IMPROPER WAY A PERSON ACTS OR REACTS IN A SITUATION.

In a discussion of human behavior, some educators refer to students with behavior problems as "students who are not behaving." This is wrong. We should say these youngsters are "misbehaving." The term behavior includes all types of actions--negative as well as positive. (Misbehavior in youngsters is often normal and healthy.)

All children want to be noticed. They misbehave for a variety of reasons. Children should learn what may have caused an individual to misbehave. They should also learn what constructive alternatives he might have taken.

For example, a student has been to the pencil sharpener three times in the past half-hour. The teacher says, "Harry, you are not behaving. I don't want to see you at the pencil sharpener for the rest of the day." (The teacher might have said "misbehaving" instead of "not behaving.")

Students may need help in dealing with misbehavior in the classroom. Teachers should strive to place more emphasis on the causes of misbehaviors and how to prevent their recurrences rather than on the punishment. It has been noted that children who are given an opportunity to judge their peers are usually harsher than the teacher. To have the students help you administer punishments, start with the minor infractions made by students with positive self-concepts, and proceed to major infractions as your class can handle them. In this way, students can see that the treatment of misbehavior should fit the individual and the act, rather than be an overall prescription for everyone. Children in a minority, low socio-economic group who seem to have a positive self-concept probably have only a fragile grasp of it. Because of the conflict between value and need, such children are often the most vulnerable in maintaining their self-concepts.

MATERIALS FOR TEACHING THIS UNIT

TEACHER RESPONSIBILITY (Note - Students will need to have Student Books for various activities not listed.)

Activity O — Frustrating games: "Instant Insanity," "Nervous Breakdown," "Frustration Ball," "Soma," puzzles, mazes

Activity R — Boxes for bulletin board, colored paper, lettering for captions

MULTIMEDIA

Activity H — "A Rock in the Road." 16 mm film, 6 minutes $100
Film Associates of California
11559 Santa Monica Boulevard
Los Angeles, California

Activity U — "Problems and Attitudes in School." 16 mm. film, 11 min. $125
Newenhouse-Hovo
1825 Willow Road
Northfield, Illinois 60093

Activity X — Super 8 mm film loops $21 each
"Let's Talk about Responsibility." 3 min. 30 sec.
"Let's Talk about Learning the Hard Way." 1 min. 35 sec.
"Let's Talk about Disrupting Things." 3 min. 15 sec.
Universal Education and Visual Arts
221 Park Avenue
New York, New York 10003

Activity Y — Super 8 mm film loops $22 each
"The Thief." 3 min. 10 sec.
"The Lost Baseball." 4 min.
Ealing Film Loops
2225 Massachusetts Ave.
Cambridge, Massachusetts

Activity AA "Living with Others - Citizenship." Recording #1 $17.50 per set
Audio-Craft Company
2915 Prospect Avenue
Cleveland, Ohio 44115

Teacher Activity

Working with the following conflict situation will help you get oriented to the materials in the unit.

Imagine you are prepared on Monday morning to begin teaching a new concept that you have been preparing for more than a week. A friend of yours who teaches in the same building sees you the first thing in the morning and asks you to take her class along with your own for an hour. You don't like the reason she gives you.

How might you feel?
What needs might she have?
What unmet needs might be the cause of your behavior?
Is there a conflict in these needs?
What resources might you use to resolve this conflict?

UNIT I BEHAVIOR

The learner will show that he is beginning to understand behavior by his ability to:

1. Define behavior.
2. Identify some basic human needs and feelings.
3. Describe how an individual's resources might affect his behavior.

Activities	Objective(s)/Materials
(A) Define behavior and distinguish it from misbehavior. Write the word "behavior" on the board and ask the class to define it. Put all their responses on the board and formulate a class definition. Behavior is defined in these units as: THE WAY A PERSON ACTS OR REACTS IN A SITUATION. Present this definition to the class and compare it with the definition they developed. Ask them what "misbehavior" means and how it might differ in meaning from "behavior." The term behavior includes both socially acceptable and socially unacceptable actions. Thus, when a teacher says a student is not behaving, she really should say he is misbehaving. Misbehavior is defined in these units as: THE INAPPROPRIATE WAY A PERSON ACTS OR REACTS IN A SITUATION. The Student Book page on "Behavior" will help the students realize the differences. Every act described is a behavior; some are misbehaviors. Everything we do is behavior.	1 "Behavior" Page 7 Student Book
(B) Describe how our needs and feelings make us alike. From the Student Book the page on Basic Needs will help you explain Maslow's needs. After the students have done this page individually, they can discuss and list on the chalkboard all the needs they have in common. The purpose of this activity is to help them realize that, even though each is a unique individual, there are some things we all need and some feelings we all have. Later, they will become aware that needs and feelings are some of the reasons why we behave as we do.	2 "Basic Needs" Pages 8, 9 Student Book

UNIT I BEHAVIOR

The learner will show that he is beginning to understand behavior by his ability to:

1. Define behavior.
2. Identify some basic human needs and feelings.
3. Describe how an individual's resources might affect his behavior.

Activities	Objective(s)/Materials
Maslow's theory of basic needs is discussed in "To the Teacher" for this unit. His categories are physiological, safety, love, self-worth, and self-actualization. It might be advisable to use only the first four and call the first one "physical." Most of the needs the students mention probably will be physical. Try to help them discover the others.	
(C) Choose words that describe feelings of people in certain situations. The sentences below describe a situation. The class can try to give a word that describes the feeling the character is expressing in each situation. Remember that a situation can express more than one feeling. If a student gives a response you do not understand, do not express dissatisfaction. Instead, ask him to explain why he feels as he does. You can use this activity as a class discussion, or the students can respond individually in writing.	1,2

1. Susie's father gives her a surprise gift. How do you think she might feel?
2. Jim is moving to a new house or another city which is far away from all his friends. How might you feel if you were moving?
3. Jane has a new baby brother. How might Jane feel about her brother?
4. Robert is having a bad dream and wakes up scared. How do you think Robert might feel?

4. Explain how the immediate setting might affect behavior.
5. Define and give examples of frustrations.
6. Identify the causes of a given frustration and some of the constructive ways in which this frustration can be met.
7. Give an example of behavior, explain some of its effects, and describe some of the behavior alternatives.

Activities	Objective(s)/Materials
5. Tom is lost in a big department store. How might you feel if you were Tom?	
6. Liz has taught herself to swim. How might you feel if you were Liz?	
7. Bill and John are brothers. Their father takes Bill to a baseball game, but John has to stay home. How might you feel if you were John? How might you feel if you were Bob?	
8. A puppy was running so fast that he ran into a tree and bumped his head. How do you think the puppy might feel?	
9. Denise has been invited to two birthday parties. Both are on the same day. How might you feel if you were Denise?	
10. Jack thought that he had made a home run. Then the umpire yelled, "You're out!" How might you feel if you were Jack?	
(D) Describe how resources cause us to be different. Resources are everything a person brings to bear on a situation, such as skills, abilities, and problem-solving methods. Resources also include people and references we can go to for assistance. After looking at the motivations for behavior, we need to know why we go about satisfying our needs in a certain way. One person may choose one method to solve a need, and another person may use an entirely different method to satisfy the same need. We need to know why we prefer one method over another.	3 "What! No Ideas?" Page 10 Student Book

UNIT I BEHAVIOR

The learner will show that he is beginning to understand behavior by his ability to:

1. Define behavior.
2. Identify some basic human needs and feelings.
3. Describe how an individual's resources might affect his behavior.

Activities	Objective(s)/Materials
What happens when a person has difficulty satisfying his needs? For instance, if we are not meeting our problems directly, we want to know why we choose such methods as daydreaming, rationalizing, or striking out. Perhaps we have not learned necessaryskills, or a particular method has seemed satisfactory in the past, or we may have imitated the behavior of someone we know well.	
The purpose of this activity is to discover that we have both different and similar resources, which affect how we behave and how we work out our problems. To stimulate discussion the poem could be used.	
Ask the class: How might you help yourself in this situation? What resources would you use? What makes us different? Then, according to the answers you get, try to show how some of us have the same resources and perhaps discuss how we discovered the resources we use. You might have to guide the class in suggesting some of the resources. Students might want to discuss where or how they learned their resources or how they learned to act differently.	
(E) Read some optical illusions. This page of optical illusions might help the students realize that (1) what we see sometimes influences the ways we act, and (2) what we think we see in other people's behavior may not always be true. This is part of our resources.	3 "Optical Illusions" Page 10 Student Book

4. Explain how the immediate physical setting might affect behavior.
5. Define and give examples of frustrations.
6. Identify the causes of a given frustration and some of the constructive ways in which this frustration can be met.
7. Give an example of behavior, explain some of its effects, and describe some of the behavior alternatives.

Activities	Objective(s)/Materials

(F) Discuss our perceptions as a resource. 3

An individual's perceptions of people and situations are based on many factors, among them his past experiences. These perceptions are unique to each person and are a part of his resources. These perceptions are an important factor in influencing the way a person acts.

To help the students develop an understanding of the meaning of perception, have them close their eyes and write which color in the room seems the most outstanding. Talk about why the various colors were chosen, especially the one most frequently mentioned. Discuss why the children perceived the colors differently.

To develop the understanding of perception as a resource:

1. Name a common classroom object not immediately visible (globe, large dictionary, pet, etc.).
2. Have each student write his perception of that object.
3. Discuss and/or list on the chalkboard the answers in relation to like and unlike perceptions of the same object.
   (a) Why did some of us describe the same object differently?
   (b) Is there a right or wrong answer? (Regardless of how we describe it, what matters is whether or not others know what we are describing.)

If you want to broaden the concept, show a magazine picture of an activity and ask the students to discuss or write what they perceive happening and why.

UNIT I BEHAVIOR

The learner will show that he is beginning to understand behavior by his ability to:

1. Define behavior.
2. Identify some basic human needs and feelings.
3. Describe how an individual's resources might affect his behavior.

Activities	Objective(s)/Materials
(G) Show how some of our perceptions are influenced by our prejudices. In this unit the word prejudice will be defined as: AN ATTITUDE OF MIND (perception) WHICH INTERFERES WITH FAIR JUDGMENT.	3
Point out how the student's perception of the situation influenced his feelings toward each of the figures with regard to his identifying with one rather than the other. Thus, his perception interfered with his fair judgment. Then introduce the term prejudice.	"What Do You See?" Page 11 Student Book
The class can then begin to talk about some of their prejudices against people, objects, and/or situations.	
Some possible questions are: 1. Why do you believe this prejudice? 2. How do you suppose you first got that idea? 3. How does this prejudice cause you to feel? 4. How long have you felt this way? 5. How does this prejudice make you act? 6. How long have you acted this way? 7. Does each of your friends feel and act the same way? Your parents? Your brothers and sisters? 8. Do you think your feelings about this person or object can change? 9. What are some things that might cause this change?	

4. Explain how the immediate physical setting might affect behavior.
5. Define and give examples of frustrations.
6. Identify the causes of a given frustration and some of the constructive ways in which this frustration can be met.
7. Give an example of behavior, explain some of its effects, and describe some of the behavior alternatives.

Activities	Objective(s)/Materials
(H) View the film "A Rock in the Road". This animated film shows a person skipping down the road, stumbling over a rock, and falling into a hole. He rises with a bump on his head. He has to decide what to do, so he looks for an idea (a resource). He hears someone coming. He decides that the next passer by should also fall into the hole and sets up the situation. The passer-by falls and reacts the same as the first. A third person falls. However, the third uses another resource. (He notices a pile of dirt and a shovel that none of the others had noticed.) He throws the rock into the hole and fills the hole with dirt. 1. Why do you think two people wanted the next person to fall into the hole? 2. What else could they have done? 3. What resource did they use? 4. What other resources were available to them? 5. What might you have done?	3 "A Rock in the Road" 16mm film
(I) React to "It All Depends on Where I Am ." This page from the Student Book will help the students realize how the situation and the place affect their behavior. Possible questions: 1. Why is Peter more careful in his actions at home than he is other places? 2. Does everyone act as Peter Place does?	4 "It All Depends on Where I Am" Page 12 Student Book

UNIT I BEHAVIOR

The learner will show that he is beginning to understand behavior by his ability to:

1. Define behavior.
2. Identify some basic human needs and feelings.
3. Describe how an individual's resources might affect his behavior.

Activities	Objective(s)/Materials
3. What is his attitude toward property? 4. What influence does the setting have on Peter Place?	
(J) Discover how the place affects behavior. The final step in looking at behavior is to consider the immediate physical setting. This refers to the physical surrounding in which behavior occurs. It includes any items or persons in those surroundings. Possibly the students would like to describe some of their own immediate physical settings after they complete the activity.	4 "How the Situation Affects Actions" Page 13 Student Book
(K) Discuss the behavior equation. Dr. Ojemann has chosen to look at behavior by formulating the equation. Explain what equations are (as in math) before you present the equation to the students. See if they can figure out a behavior by analyzing it in this manner: 1. Start with a given behavior--crying, stealing, studying, kissing, etc. What happened? 2. List some different needs or feelings that might have caused the person to behave in that way. Why do you think the behavior happened? 3. State some different resources the person used and list under "Self." 4. Describe at least three items which might have influenced the way that person acted and put them under "Place." 5. What other alternatives are open to the persons who behave in these ways?	1,2,3,4 "The Behavior Equation" Pages 14, 15 Student Book

4. Explain how the immediate physical setting might affect behavior.
5. Define and give examples of frustration.
6. Identify the causes of a given frustration and some of the constructive ways in which this frustration can be met.
7. Give an example of behavior, explain some of its effects, and describe some of the behavior alternatives.

Activities	Objective(s)/Materials
(L) Read and discuss the story, "A Part for Phyllis." This story lends itself well to a consideration of possible consequences that could result from each of many ways of reacting to a situation. The story could be read in its entirety and the discussion questions used, or it could be used as an unfinished story. If the latter technique is used, the reading of the story might be terminated at either of two points: 1. When Phyllis thinks about quitting the play: "When they came back from recess, she could tell them she wasn't going to be in the play, and she could tell them they couldn't use the sketches." Here Phyllis has not thought of any alternatives to the situation and is reacting in an angry, hurt manner. 2. After reading: "Phyllis looked at her father for a minute and then walked slowly out of the room." Here Phyllis has talked the situation over with her father and they have considered some of the consequences of her decision. Now Phyllis has to think about her problem. After discussing the first four questions given at the end of the story, the pupils could write their endings for the story. After reading and talking about the pupils' endings, the rest of the story could be read and the last of the discussion questions used.	2,3,4,5,6,7 "A Part for Phyllis" Pages 16-19 Student Book

Suggested Discussion Questions:

1. How do you think Phyllis felt when Rosemary was given the part she wanted? How many different words can you think of

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Activities	Objective(s)/Materials

to describe this feeling?

2. What were some of the reasons for Phyllis's feeling this way?
3. How might other children act if they were in the same situation? What are some other things Phyllis might have done?
4. What are some of the things Phyllis did between the time she became angry and the time she did something about her problem? Do you think talking things over, crying, sleeping, etc., helped her to make a better decision? Why or why not?
5. What might have happened if Phyllis had acted at once and withdrawn the sketches?
6. Would withdrawing the sketches help Phyllis feel more appreciated by the class? What might have happened? How do you think she might have felt if she had withdrawn the sketches? How do you think she might have felt later?
7. Suppose the class had decided to put only the actors' names on the program and no one had paid much attention to Phyllis's work. What could Phyllis do then to work out her problem?

(M) The class creates an atmosphere of frustration. — 5

You might help your students gain a better understanding of feelings and causes of frustration if you create a frustrating environment in the class.

Explain to your students that each is to take out a piece of paper. Do not answer any questions. Before all are ready, start to dictate numerals which they are to write. Start with short numbers and slowly dictate them. As you proceed through ten

4. Explain how the immediate physical setting might affect behavior.
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Activities — Objective(s)/Materials

numbers dictate long numbers unreasonably fast. Ask the students how they feel. Undoubtedly, they will feel frustrated.

Introduce the term frustration. Frustration is defined in these units as (1) BEING STOPPED FROM REACHING A GOAL or (2) A FEELING OF BEING PREVENTED FROM DOING OR GETTING SOMETHING YOU WANT.

Throughout life, we continually experience feelings of frustration. Therefore, it is helpful for children to learn to recognize their frustrations, react to them, and find constructive ways to satisfy the needs being stopped.

Ask the students to give situations in which they have felt frustrated. Each student should try to explain what might have caused him to feel frustrated. Let the students develop a definition for frustration based on their experiences.

Possible questions:
1. How did you feel when you were denied the chance to write all the numbers? What was the goal?
2. Why do you think you felt the way you did?
3. What needs did you have as your teacher read the numbers?
4. Did other members of the class make it difficult to satisfy these needs?
5. How did you act when your needs were not met?
6. How might you feel if this happened every day of your life?

UNIT I BEHAVIOR

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3. Describe how an individual's resources might affect his behavior.

Activities	Objective(s)/Materials
How might you act? 7. Can you now recognize the feeling of frustration? How? 8. How does frustration make you act?	
(N) React to Poem "I Never Win at Parties." To stimulate discussion of frustrating experiences, the poem can be used with discussion as to whether or not the students have ever been in similar circumstances and how they worked out their frustrations. When the students can recognize the need that is being stopped, they can begin to find ways to alleviate the frustration. During the class discussions of these frustrating situations, constantly ask the class to think of the need that is not being satisfied and to decide ways in which the need can be satisfied.	5,6 "I Never Win at Parties" Page 21 Student Book
(O) Play frustrating games and discuss feelings. Ask members of the class to bring in challenging games that one or two persons can play. The teacher might also be ready to provide small picture puzzles, mental puzzles, and such items as "Instant Insanity," "Nervous Breakdown," "Frustration Ball," and "Soma." The Student Book has a maze which might also be used to help you discuss frustration feelings. Have the students work on certain items and them pass them on	5,6 Frustrating games, puzzles, mazes "Maze" Page 22 Student Book

4. Explain how the immediate physical setting might affect behavior.
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Activities	Objective(s)/Materials

to their classmates. After the games are put away, the teacher might begin the discussion with the question: "What feeling did you just have?" or "What made the solution difficult?" Many students might say they felt angry or anxious or successful.

(P) Make a Frustration Center. 5,6

The class can set up a Frustration Center in the classroom. The purpose of the Center would be to help the students alleviate their frustrations either by talking them over with a classmate or the teacher or by engaging in some activity that might express some of their feelings of frustration.

Explain the purpose of the center. Mention that in a Japanese factory, during coffee breaks, the workers can hit punching bags on which their bosses' faces appear. They can release some of their feelings of frustration by hitting the punching bag.

In deciding what they will have in the Center, the class might talk about the things they do when they are frustrated. Some of these activities could be modified so they could be used in a center. Sometimes just being in a separate area will lessen the feelings of frustration. It is important to remind the class that the activities cannot be distracting to the rest of the class lest they cause frustration to others.

The Center should not be near the teacher's desk. In the Center or in any other part of the classroom, there could be a

UNIT I BEHAVIOR

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Activities	Objective(s)/Materials

special chair in which a student could sit to talk over his frustrations with the teacher or another student chosen by the class.

(Q) Develop an "Answering Bulletin Board." 5,6

A special place in the room can be set aside for a bulletin board display entitled "FRUSTRATIONS OF THE DAY." A figurehead can be used for the students to write to, for example, Dear Sloopy, Dear Frustie, or Dear Tions. A group of students can be responsible for writing serious answers to the frustration letters. These students can be given time to discuss and answer the frustrations. The answers should include some alternatives and some of the effects of each. The frustrated person can then look at the effects of a possible behavior and choose one he considers appropriate.

The bulletin board can work like this: On the board have a box marked "FRUSTRATIONS OF THE DAY." Students can place their frustrations in the box. Replies can be placed in another box attached to the bulletin board and marked "POSSIBLE ALTERNATIVES."

The teacher can emphasize with the group working on resolving the frustrations that their job is confidential, serious business and should be handled as such.

The teacher may want to write several frustrations to put in the "frustration box" or display on the board to get the activity moving. This activity can continue throughout the unit.

4. Explain how the immediate physical setting might affect behavior.
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7. Give an example of behavior, explain some of its effects, and describe some of the behavior alternatives.

Activities — Objective(s)/Materials

Alternating the student group in charge of answering the frustrations will give more children the opportunity to realize that their classmates' problems are similar to theirs. In helping to solve someone else's problems, children may find answers to help them cope with their own.

(R) Discover as many effects as possible in 10 minutes. — 7

Divide the class into small groups. Give them this specific incident, with no additional information, to react to:

(Tell the group they will have 10 minutes to think of as many effects as they can. Then, each group will share its list by conducting a panel discussion on effects.)

"Harold"

A friend of Harold's has invited him to his home for dinner. He decides to go rather than go home to babysit with his brother.

This discussion should be concerned with developing an understanding of the difference between short-term and long-term effects.

SHORT-TERM EFFECT - THE RESULT OF A PARTICULAR BEHAVIOR RIGHT NOW

LONG-TERM EFFECT - THE RESULT OF A PARTICULAR BEHAVIOR AT SOME FUTURE TIME

UNIT I BEHAVIOR

The learner will show that he is beginning to understand behavior by his ability to:

1. Define behavior
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3. Describe how an individual's resources might affect his behavior.

Activities	Objective(s)/Materials
Discussion Questions: 1. What might be some short-term effects on the people involved? 2. What might be some long-term effects on the people involved?	
(S) Discuss how thinking about the probable effect of a given behavior helps us decide how to act. A behavior can have a variety of effects. In one situation, a certain behavior may seem appropriate, while in another, the same behavior may not be appropriate. The probably effects of behavior help us decide which behavior to choose. The students should learn to think through a behavior rather than accept or reject it outright. They must be encouraged to think about their actions and make their own decisions. They have been told about many ways not to behave, but a behavior that is considered inappropriate in one situation might later prove to be appropriate in another. The only way the students can understand this, is for them to make decisions about their actions by considering the alternatives that are available and the effects their actions probably will have on themselves and others. A child may learn that sitting quietly in his seat will guarantee him a good grade, but this pattern of passive behavior may prevent him from getting a job later in life.	5,6,7 "Would You?" Page 23 Student Book

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Activities	Objective(s)/Materials
The class may want to talk about appropriate and inappropriate behaviors that they have been taught. The students will be making decisions about behavior by looking at it in different situations and determining its effects. This can be a class or a small-group activity.	
In a discussion of three kinds of behavior -- hitting, crying, and sharing -- the students are to decide first how they might behave in certain situations. Then, to bring about the effects in the discussion, there are five questions about each situation. After answering these questions and having a meaningful discussion, the students should be better equipped to think of alternatives available to them as they considere the effects of some of their actions. This could become time-consuming if you permit every student to respond. The three actions could be divided among three groups so that each child is involved in one activity.	
(T) Read "Frustration Is." These cartoons show a boy and girl who are frustrated by different things in their environment. Student might study the cartoons, decide what the frustration is, and consider how to solve it. Some students may want to draw additional cartoons, illustrating what "Frustration Is" to them.	5,6 "Frustration Is" Pages 24,25 Student Book

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Activities	Objective(s)/Materials
(U) View film "Problems and Attitudes in School." One day Steve decides not to go to school. The camera follows him on his short odyssey through the lonely world. He returns to school at recess, plays ball with his peers,and sees them through new eyes. When the bell rings, everyone but Steve goes in. The teacher is waiting for him. The film ends before Steve decides whether or not to return to school. It might be interesting to run the film twice -- the first time with no discussion.	1,2,3,4,5,6,7 "Problems and Attitudes in School" 16 mm film

Discussion Questions:

1. What might Steve be thinking about when he does not go to school?
2. How might Steve be feeling or what might he be needing in school? out of school?
3. What resources has Steve been using in his behavior?
4. Identify some of the immediate physical settings.
5. How did the various immediate physical settings affect his decision?
6. What might be some short-term and some long-term effects of a decision to return to school?
7. What might be some short-term and some long-term effects of a decision not to return to school?
8. What else could he do?
9. What do you think Steve should have done? Why?

4. Explain how the immediate physical setting might affect behavior.
5. Define and give examples of frustrations.
6. Identify the causes of a given frustration and some of the constructive ways in which this frustration can be met.
7. Give an example of behavior, explain some of its effects, and describe some of the behavior alternatives.

Activities — Objective(s)/Materials

(V) Define alternative behavior.

In these units, alternative behavior is defined as: ALTERNATIVE BEHAVIOR - ANOTHER WAY OF BEHAVING OR ANOTHER WAY OF MEETING A GIVEN NEED. To help the students become aware of this definition, use the following incident:

"Sleepy Sally"

Last evening there was a special show on television. Sally's parents let her stay up to watch it, since she had had plenty of rest the night before. In school she falls asleep. It is often difficult for her to hold her head up.

Ask the class to think of some possible ways Sally might meet her need. Then you can tell them that all of these possible behaviors are what we call alternatives. The students will have to think of these alternatives in their analyses of future behaviors.

These are some of the ways Sally might act:

1. She could put her head down on her desk and sleep.
2. She could ask the teacher if she may leave the room and sleep in the Health Center.
3. She could try very hard to do her work.
4. She could throw paper airplanes to keep herself awake.
5. She could write a note to her friend.
6. She could ask to go home.

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Activities	Objective(s)/Materials
(W) Read and react to "What Might George Do?" The story could involve every youngster. The main discussion could revolve around the available alternatives and their possible effects. What might some of the students do if they were the persons in the story?	2,3,4,5,6,7 "What Might George Do?" Page 26, 27 Student Book
(X) View and discuss 8 mm. loops about behavior. The three loops are from a set of 10 short, animated films. They will help children to think and to articulate their thoughts relative to 10 important everyday issues. Each film calls for individual interpretation of the situation presented. Each situation calls for consideration from different points of view. A summary of each film loop and a master list of "sensitizing questions" are on each film carton. Use the questions that you feel are helpful in meeting the objectives. It is important that you discuss possible causes and consequences of the behavior as well as the needs and feelings of the individuals in the loops.	1,2,3,4,5,6,7 Super 8 mm. film loops "Let's Talk about Responsibility " "Let's Talk about Learning the Hard Way" "Let's Talk about Disrupting Things"
Summaries of the loops: "Let's Talk about Responsibility" A boy is invited to play ball and leaves his trash disposal job half done. His dog soon scatters everything. When his father finds the mess, his attitude toward both boy and dog is understandable. This is an easy situation to identify with, but it is	1,2,3,4,5,6,7 Universal Education & Visual Arts

4. Explain how the immediate physical setting might affect behavior.
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Activities — Objective(s)/Materials

difficult to determine what can be done to prevent its recurrence.

Possible Questions:
1. What does the word responsible mean?
2. What two different definitions do you have for the word?
3. Has anyone ever called you responsible?
4. Does it mean that something is your fault, that you've done something right, or that you're going to do something right?
5. Who's really to blame? Is it the school? The system? The parents?

"Let's Talk about Learning the Hard Way"

A girl who brings a school friend home for a snack breaks and spills things. Perhaps the incidents are accidental, but the guest becomes uneasy and finally leaves. Most of the accidents are avoidable, but how to teach the girl that actions have consequences is an interesting problem.

Possible Questions:
1. What has happened and why?
2. What is the best title?
3. How do you think the little girl probably felt after she had had so many accidents in the presence of her friend?
4. Do you think her friend should have remained longer and helped pick up the broken glass and clean up the spills?
5. How might you act in a similar situation?

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Activities	Objective(s)/Materials

"Let's Talk about Disrupting Things"

A boy enjoys making a nuisance of himself. He disrupts conversations, plays annoying practical jokes, and delays classmates when it's time to hurry. Students can suggest reasons for his behavior and what the teacher, principal, and classmates might do about it.

Possible Questions:

1. What does the word disrupt mean?
2. How is each character disrupting things?
3. Can we suggest some reasons for the way each behaves?
4. What might the teacher, the principal, and classmates try to do about the behavior ?
5. How does the person who made the film feel about the characters?

(Y) View Super 8 loops with alternatives.

The loops may be viewed in small groups or as a class. The main action ends on a freeze frame that shows the face of the person who must make a decision. The question, "What do you think this boy will do?" appears on the screen. The teacher should stop the projector, ask the class to respond to this question, and, without comment, record their answers on the chalkboard. Then the teacher should explain that three possible alternatives for the boy will be shown. Concepts for the students to keep in

1,2,3,4,5,6,7

Super 8 mm loop
"The Thief"
"The Lost Baseball"

4. Explain how the immediate physical setting might affect behavior.
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Activities — Objective(s)/Materials

mind during the discussion are:

1. Applying the behavior equation to the incident
2. Looking at the possible consequences of each of the alternatives
3. Speculating on what they might do in the situations and how they might decide what to do

Summaries of the loops:

"The Thief"

Two girls are walking by a grocery store. One girl goes in, purchases some candy bars, and steals some others. When she comes out, the second girl has three choices -- walk away, help her eat them, walk with her but not eat any. The class might also think of other alternatives.

"The Lost Baseball"

A group of boys do not wish to include one particular boy. Later a ball is lost in the leaves, and all search frantically. The unaccepted boy finds it and compares it to the tattered and torn one he owns. He can keep the ball, show the others he found it, walk away and tell nobody. The class might think of more alternatives.

UNIT I BEHAVIOR

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Activities	Objective(s)/Materials
(Z) Write a letter to the teacher describing a behavior that has changed. The purpose is to see if the students can recognize a change in behavior even if it cannot be fully analyzed. They should give at least two possible causes for the change. Tell the students not to use any person's name. The letters can be read to the class, put in their folders, and/or given to the teacher. Do not grade the letters, but ascertain which students are having difficulty in understanding the concept of behavior. Avoid singling out or embarrassing a child who is confused. A class discussion of an appropriate letter may help him.	1,2,3,4,5,6,7
(AA) Listen to record "Making and Keeping Friends"	1,2,5,6,7
When Mary Ann came to a new school, she made many friends. But Linda and Susan were not very friendly. Linda and Susan had trouble making and keeping friendships. When you hear the record, you will know why.	Living with Others "Citizenship" Recording #1
BEFORE THE RECORDING ... Review what a friend is. Why do some people have many good friends and others only a few? Discuss how to help a new child feel at home in your room. Let those who have been new in a school tell of their experiences in getting acquainted.	

4. Explain how the immediate physical setting might affect behavior.
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Activities	Objective(s)/Materials

AFTER THE RECORDING ...

1. How might Mary Ann feel?
2. Let's think of as many reasons as we can to explain what might be causing Linda and Susan to act the way they do.
3. How might the problem be worked out?
4. What might be the effects of the ways Mary Ann works out the problem?

UNIT 2 FEARS AND SECURITY

Purpose of the Unit

To help the children to understand the meaning of security and safety; to recognize that they need not be ashamed of having fears; and to discover that there are places to go for help when fears concern them.

Objectives for the Learner

The learner will begin to understand behavior by his ability to:
1. Identify some common fears that children his age experience
2. Describe some fears he has had and why he had them.
3. Tell how fears might affect a person's behavior.
4. Explain some of the things a person can do to deal with his fears.
5. Identify some sources of help when he is afraid.

To the Teacher

In his hierarchy of basic needs, Abraham Maslow places the need to feel safe and secure just above the physiological needs. Only the need to have some of the physical wants satisfied comes before the need to feel safe and secure. Unless the security need is satisfied to a degree, an individual cannot move to the higher needs of love, self-esteem, and self-acutalization.

Infants tend to react totally to fears. Fear will be quite evident if the child is disturbed or dropped suddenly, startled by loud noises, handled roughly, or inadequately supported in some way. Illness in a small child can have a very direct effect on his feelings of safety and security. A child may experience a sunny world turn dark and a stable life become unstable when he is in pain, when he moves, when those who care for him die or are divorced, or when other aspects of his life change.

The unknown sometimes spells fear to intermediate children. Since their experiences are limited, they might ask "why" for reassurance. This might be their method of feeling secure through knowledge. Try to be patient and answer questions that can help children feel secure.

Special fears can arise as children become more sensitive and more discriminating. Extreme cases of fear are often shown in children who are overdependent upon adults, who are insecure in social relations, and who lack skills in physical activities. There are wide differences in children's responses to fear situations. More intelligent children develop fears earlier.

In the case of rational fears--fears of lightning, earthquakes or storms--a teacher or parent can help the child by accepting the child's fears. Dramatizing incidents or role-playing may help a child's intense feelings decrease.

Children seem to prefer a predictable, orderly world. For instance, injustice, unfairness, or inconsistency in adults seem to make a child feel anxious and unsafe. It is only after a sense of security has developed that a person can begin to value flexibility. When a child feels threatened, his life can become very difficult and trying.

Events in the lives of your students may pose threats to their safety and security. You need to learn to recognize the signs that indicate that a youngster is threatened or fearful. The indications may range from withdrawal to becoming aggressive with others.

Your own experiences with fear should be an asset in teaching the unit. Recall the childhood fears you faced, how you later probably found them groundless, which fears were from very real threats, and how you sought help with your problems. Sharing some of your encounters with fear may help the students.

Be understanding and accepting when the students talk about the causes of their fears. They may have fears that seem insignificant or unwarranted to you or to other students. It helps to remember that, to them, the emotion really does exist, and the feeling is logical. The feeling of fear can be negated only the by the feeling of safety (i.e., with adequate resources for dealing with the fear).

Students need to feel free to discuss their fears in class. An open and accepting classroom will help bring about this freedom. The activities in the unit should help the students begin to understand and face their fears. During these activities, the teacher should take the role of a listener, and be careful not to discourage sincere answers.

A healthy, fortunate adult in our society is generally satisfied in his safety needs and does not often feel endangered or fearful. He has built a sufficient number of resources to feel physically and psychologically safe most of the time.

MATERIALS FOR TEACHING THIS UNIT

MULTIMEDIA

Activity B — Pamphlets "Getting Along Series" Issue No. 5 Story "Everybody Makes Mistakes."
The Economic Press, Inc.
Fairfield, New Jersey

Activity D — Recordings of Music and songs that deal with security and fear. Copies of words.

Suggested Recordings:

1. "William Tell Overture." by French Composer Giacchino Rossini
   (This overture with its alpine setting, great storm picture and trumpet call to freedom is one of the finest overtures ever written.)
2. Pink Panther: Henry Mancini

Suggested Songs:

1. "Whistle a Happy Tune." - (The King and I) Rodgers and Hammerstein
2. "With a Little Help from My Friend." John Lennon and Paul McCartney
3. "You'll Never Walk Alone." Rodgers and Hammerstein

Suggested Negro Spirituals:

Book: Old Melodies of the South. By Carrie-Jacobs-Bond and Son: Chicago
Songs: "A Great Camp Meetin" Page 23
"I'm Gwine See My Friends Agin." Page 37
Book: American Negro Songs. John W. Work. New York: Howell, Soskin & Co.:1940
Songs: "Swing Low." Page 152
"All Over This World." Page 167

Book: The Book of American Negro Spirituals. Weldon James Johnson and Rosamond J. Johnson. New York: The Viking Press, 1940. "All God's Chillun Got Wings." Page 71

Activity F "Living with Others-Citizenship" Recording "Stan and Ed." Audio-Craft Co., Inc. 2915 Prospect Avenue Cleveland, Ohio 44115

Activity J Scary stories, scary sounds in books or on tapes Bill Cosby's selections "When I Was A Kid." (fun fears)

Activity L Magazines and pictures illustrating safety, security, and fears; posterboard, scissors, and paste

Activity M Bulletin board, pastel colors, pastel colored paper Pictures of people Pictures of tangible objects

Teacher Activity

Can you remember when lightning, thunder, and high winds frightened you into trying to hide your head? Or when the screaming of sirens in the silent hours of the night sent shivers of fright up and down your spine? How about the first visit of a supervisor to your classroom? Has a sudden scream on the playground frightened you when you were deep in thought?

The following questions should help you to identify some of your own fears and show you how you react to them. They may also help you to understand the contents of this unit.

What were your feelings during the dark night hours referred to above?

Why do you think you felt that way?

How did you react?

Who could have helped you?

What were your feelings before and after the visit of your supervisor?

How did you react to the unexpected scream on the playground?

What other situations have you faced when fear became the primary emotion involved? Why do you think you were afraid? How did you act?

Think of some time when you felt fear for no specific reason.

UNIT 2 FEARS AND SECURITY

The learner will begin to understand behavior by his ability to:

1. Identify some common fears that children his age experience
2. Describe some fears he has had and why he had them.

Activities	Objective(s)/Materials
(A) Complete and discuss unfinished stories. After the students have read the unfinished stories, they might discuss the following questions. Ann Marie: 1. Why do you think Ann Marie hesitated to ask questions in class? 2. How do you think she felt? Have you ever felt that way? 3. How did her feelings affect her behavior? Have the students finish the story to show what they think Ann Marie might do. Some of the students might also wish to role play. James: 1. How do you think James felt when Lynn decided to go back home for her snack? 2. Why do you think he felt that way? What might have been some of his needs? 3. What were some of the effects of his behavior on himself and Lynn? Have the students finish the story to show what they think James might do. Some of the students might also wish to role play. After some of the students have completed the stories, you might read some of the various endings that members of the class suggest.	1,2,3 "What Might Ann Marie Do?" and "What Might James Do?" Pages 31 - 33 Student Book

3. Tell how fears might affect a person's behavior.
4. Explain some of the things a person can do to deal with his fears.
5. Identify some sources of help when he is afraid.

Activities	Objectives/Materials
(B) Read and discuss "Everybody Makes Mistakes." The students can read this booklet by themselves and then discuss it in small groups. These questions can be written on the chalkboard: 1. Have you ever made a mistake? 2. How did you feel when you made a mistake? 3. What did you do after you had made a mistake? 4. What do you usually do when someone else makes a mistake? 5. What else might you do when someone else makes a mistake?	2,3,4 Pamphlet "Getting Along Series" Issue No. 5
(C) Develop vocabulary related to safety, security, and fear. Certain words may denote safety, security, or fear to boys and girls. The word scramble will help introduce vocabulary for the unit and some of the ideas presented. Let the students add more scrambled words to the list. Discuss the words and point out that the same word might mean different things to different people. For example, the word policeman might make one student feel safe and secure, but arouse fear in another student. Have the students unscramble the words and indicate in the right-hand column whether the word means safety, security, or fear to them. The scrambled words in order are: Friend, Animals, Dark, Home, Failure, Parents, Bully, Unknown, Getting Lost, Policeman, Success, Teacher, Being alone, and Baby sitting.	1,2 "Word Scramble" Page 34 Student Book

UNIT 2 FEARS AND SECURITY

The learner will begin to understand behavior by his ability to:

1. Identify some common fears that children his age experience.
2. Describe some fears he has had and why he had them.

Activities	Objectives/Materials
(D) Listen to music dealing with security and fear. Music often deals with fears and how people behave when they are afraid. The students might be able to suggest some songs of this type and bring records to class. Discussion of the songs should include fears mentioned in the song and what was suggested, if anything, to gain a sense of security and safety. Music alone, for example, Henry Mancini's "Pink Panther," may arouse fears. Some possible songs are: "Whistle a Happy Tune" (The King and I) Rodgers and Hammerstein "Put Your Hand in the Hand" - Gene Maclellan "With a Little Help from My Friend" - John Lennon and Paul McCartney "You'll Never Walk Alone" - Rodgers and Hammerstein Various Negro Spirituals Recording of "William Tell Overture." The overture with its alpine setting, great storm picture, and trumpet call to freedom is one of the finest overtures ever written.	1,2,3,4,5 Recording of music "Pink Panther" Henry Mancini. "William Tell Overture" Giacchino Rossini. Lyrics from: "Put Your Hand in the Hand" Page 35 Student Book
(E) Draw pictures of fear situations and discuss them. Ask each student to think of a time when he was afraid and recall the immediate physical setting. Each student can illustrate the situation with one or more pictures or cartoons, tell a story about the illustrations, and discuss the story with the class. Some questions to answer: 1. Why do you think you were afraid in this situation?	1,3,4

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3. Tell how fears might affect a person's behavior.
4. Explain some of the things a person can do to deal with his fears.
5. Identify some sources of help when he is afraid.

Activities	Objective(s)/Materials
2. What resources did you use to overcome this fear? 3. How did you behave when you were afraid? 4. Have you seen anyone else in a similar situation? How did he behave?	
(F) <u>React to a recorded story about safety.</u> Stan and Ed knew the rules of safety but did not apply them. The record is the story of their mistakes. After hearing the record, the class can see how many mistakes the boys made and answer the questions. (Reminder - It is extremely important not to "preach" about rules. Instead, emphasize the reasons behind the rules.) BEFORE THE RECORDING... Ed and Stan make some dangerous mistakes in this recording. As you listen to it, make a list of all the mistakes you can find. (It may be necessary to stop the recording periodically to give the students a chance to write their lists of mistakes.) AFTER THE RECORDING... 1. What rules of safety did Ed and Stan break? 2. Why do you think Stan disobeyed his father and took the gun out? 3. Why do you think the boys did dome of the other things they knew were not safe? 4. If you were an adult, how would you talk to Ed and Stan about the things they have done? 5. What are some safety rules that seem important to you? 6. What might happen if there were no safety rules?	1,3,4 "Stan and Ed" "Living with Others - Citizenship" record

UNIT 2 FEARS AND SECURITY

The learner will begin to understand behavior by his ability to:

1. Identify some common fears that children his age experience.
2. Describe some fears he has had and why he had them.

Activities	Objective(s)/Materials
(G) Finish the sentences. Have the students finish the sentences. Tell the students ahead of time that they will share their sentences with the class. The term "security" may need an explanation. The students can add more sentences to the student page. They can then share their finished sentences with one another. In the discussion that follows, the students can identify the needs for safety and security that most people have, tell how these needs might affect people's behavior, and discuss how they themselves felt and behaved when they were afraid in particular situations.	1,2,3,4 "Unfinished Sentences" Page 36 Student Book
(H) Play a game. Play a "round robin" game with the children, wherein they use names of people, places, and things that make them secure. Have the children in one large circle or in a number of small circles, whichever you think will work better. The child who begins gives the title or name of a person who makes him feel secure, for example, mother, father, grandmother, or policeman. The second child then repeats that title and adds another. The third child repeats the two previous titles and adds one, etc., until all the children in the circle have had a turn. In the next round, the children can name places that make them feel secure.	4,5

3. Tell how fears might affect a person's behavior.
4. Explain some of the things a person can do to deal with his fears.
5. Identify some sources of help when he is afraid.

Activities	Objective(s)/Materials
(I) Read and discuss a story of a boy with fears. This story will help students to understand how fear affects people's behavior and to think about what people can do when they are afraid. Help each student indentify several adults to whom he can turn for help. Explain that the story is about a boy who has a problem with two older boys. The story will end at the point where some decisions are needed. The students can help the boy make the decisions and examine some possible consequences of those decisions.	1,2,3,4,5 "Billy's Problem" Pages 36, 37 Student Book
(J) Discuss "fun" fears. "Fun" fears are experiences that are frightening in an entertaining manner. Examples are haunted houses, scary movies and TV programs, monsters, amusement park rides, ghosts, and suspense-filled stories. It may be difficult for some boys and girls to separate fantasy from reality. Thus, "fun" fears can be quite realistic to some children and might cause them difficulties. A discussion of "fun" fears could help ease anxieties. Explain to the class what you mean by "fun" fears, perhaps giving examples. Have the students work in small groups to list as many "fun" fears as they can. They should be able to think of movies, TV programs, poems, and stories. Some of the recordings of Bill Cosby's Fat Albert stories are appropriate.	1,2,3 Selections from Bill Cosby "When I Was A Kid"

UNIT 2 FEARS AND SECURITY

The learner will begin to understand behavior by his ability to:

1. Identify some common fears that children his age experience
2. Describe some fears he has had and why he had them.

Activities	Objective(s)/Materials

You might want the groups to write the scariest stories they can or make tapes of scary sounds.

When the groups have completed their work, have them share their projects with the class. In the discussion, emphasize the significance of separating fantasy from reality.

Possible discussion questions:

1. Why do you think you enoy these kinds of fears?
2. Are frightening things in books and movies real? If not, why do they scare you?
3. Why might you have nightmares about frightening incidents and situations?
4. How might you feel if they <u>were</u> real?

(K) <u>Discuss "dare" fears.</u> 1,2,3,4,5

"Dare" fears are those a youngster experiences when he is challenged by his peers to do something that is frightening and perhaps even dangerous. The spirit of adventure and a certain amount of recklessness mark this period of a child's life with a high accident rate. The fear of failure or ridicule or being called a "sissy" is sometimes more intense than the fear of physical injury. Instances of such dares as jumping from high places, playing "chicken" on a railroad track or climbing on a precarious hillside seem exciting. However, the youngster knows that there is a certain amount of danger involved. He needs to make a decision about his involvement.

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3. Tell how fears might affect a person's behavior.
4. Fxplain some of the things a person can do to deal with his fears.
5. Identify some sources of help when he is afraid.

Activities — Objective(s)/Materials

His fear may be a positive influence if common sense tells him that he could hurt himself by accepting a particular dare. Peer pressure can be a significant influence in his deciding whether or not the approval of his peers is worth the risk involved.

A discussion of "dare" fears can be developed with the following questions:
1. What kinds of things do boys and girls dare each other to do?
2. How might fear become involved when someone is dared to do something?
3. Why is it difficult not to do something that someone dares you to do, even though you may be afraid to do it?
4. What do you think you would do if someone dared you to do something that frightened you?
5. What things would you consider in reaching your decision?
6. Suppose one of your friends has been dared to do something you think is dangerous. What is your responsibility to your friend? What is your responsibility to yourself?

(L) Develop a collage. — 1,2,3,4,5

Individual students, small groups, or the entire class can develop collages about safety, security, and fears. One approach is to make at least one collage on fear and another on safety and security. — Magazines, scissors, posterboard, paste

Students can find magazine pictures that illustrate safety, security, and fears. If the class is broken into groups, each group member should contribute.

UNIT 2 FEARS AND SECURITY

The learner will begin to understand behavior by his ability to:

1. Identify some common fears that children his age experience
2. Describe some fears he has had and why he had them.

Activities	Objective(s)/Materials

A discussion of safety, security, and fear will take place naturally as the collages are being made. After they are finished, the students can explain why they constructed them as they did.

(M) Make a Security Bulletin Board. — 4,5

Use pastel colors with contrast for a "happy" look. Some choices of titles might be:

1. My Secure World
2. Helps for Safety
3. Security in Our Community

Bulletin board, pastel colors

Magazine pictures, snapshots, and the children's drawings and written thoughts may be used for the bulletin board. Pictures of schools, churches, hospitals, police stations, food stores, homes, money, automobiles, and other valued objects might be used to illustrate the feeling of security that tangible objects give.

Pictures of traffic policemen, mounted police, firemen, school guard, doctors, nurses, teachers, mothers, fathers, families, grandparents, other children, etc., may be used to illustrate the feeling of security that people give.

(N) Draw and Tell. — 4,5

Have the children draw pictures of favorite places, people, and objects that give them a feeling of security. Then the students might write stories accenting the security factors shown in their pictures. A bulletin board for the pictures and stories is suggested.

3. Tell how fears might affect a person's behavior.
4. Explain some of the things a person can do to deal with his fears.
5. Identify some sources of help when he is afraid.

Activities	Objective(s) /Materials
(O) Participate in Role Playing. Role playing is a technique that gives pupils the opportunity to express their feelings about specific situations and problems. The stories they act out should be catalysts that stimulate them to think and talk. During the situations, the pupils can make both right and wrong choices and discover their mistakes by themselves. The environment should be non-judgmental so that the students can experience freedom of choice and discovery. The basic steps in preparing your class for role-playing are:	1,2,4,5

1. Present the situation and explain what problem must be solved. In some cases, you may ask students to decide what roles are needed.
2. Select the participants. At first, you might choose students who are least threatened by new experiences. You might wish to have students exchange roles.
3. Provide the children with props that will help stimulate their imagination and give them a sense of confidence in creating their roles. As the children get older, these props can be more and more simple or even omitted.
4. Arrange the classroom furniture to make an imaginary setting.
5. Have the play.
6. Discuss the role playing.

Irene

Roles: Irene, Charley, Miss Smith

Irene loves school and her teacher, Miss Smith, and wants to please her. Charley sits across from Irene. He is always borrowing, trying to copy, or passing her notes. Today the class is taking a test, and Charley passes her a note. Irene is filled with fear when she sees Miss Smith looking her way.

UNIT 2 FEARS AND SECURITY

The learner will begin to understand behavior by his ability to:

1. Identify some common fears that children his age experience
2. Describe some fears he has had and why he had them.

Activities	Objective(s)/Materials
1. How many different ways might Irene handle Charley? Ray is afraid and unhappy. He has just heard that his father, who plays ball with him and is the greatest man in the world to talk with, has been badly hurt. His mother has talked with him from the hospital, telling him where to go after school. 1. What if his father should die? 2. How would he and his mother, who is not employed, get along? 3. What if something should happen to his mother, too? 4. How might Ray handle this build-up of fears?	Roles: Ray, mother
John John was flat on his bed, reading for his next book report. His mom was out shopping. His dog Rex, who lay at the foot of the bed, was whimpering restlessly. What was the matter with him? John listened but heard nothing. Then he knew! Smoke! Rex smelled smoke! Fear took over. 1. What might John do?	Roles: John, Rex
Dave Everyone was peacefully asleep at 4:00 a.m. on this warm summer night. Dave saw this when he walked down the hall on the way to the bathroom. Then, as he settled back into bed, he thought he heard a noise. Could it be that someone was working on the back door latch? Yes. He couldn't be wrong. 1. What might Dave do?	Roles: Dave

3. Tell how fears might affect a person's behavior.
4. Explain some of the things a person can do to deal with his fears.
5. Identify some sources of help when he is afraid.

Activities	Objective(s)/Materials
Bill	Roles: Bill, Jim
Mom would be very angry. Only two weeks ago Bill had received a shiny red bike for his birthday. He had promised faithfully to lock it whenever he left it to go swimming at the park. Today, though, Jim and he had been in a hurry to beat the lineup. Now his bike was gone! He was really panicky. 1. What should he do? 2. Where could he get help?	
Jane	Roles: Jane, Mother, Father
Jane lay shivering in bed. She had been awakened by the shouting of her parents in the next room. Mom and Dad often argued, but tonight was worse. Finally Jane heard her mother scream. Then she heard the outside door slam, and she knew that one of them had left. 1. What might Jane do?	
(P) Read "The Bully." This story could open up discussion about bullies. Possible questions for discussion: 1. What might each of the boys be afraid of? 2. How might these fears be affecting their behavior? 3. What did George do? 4. What other things might George have done? 5. Name some sources of help for George and for Bud.	1,2,3,4,5 "The Bully" Pages 38,39 Student Book

UNIT 3 FRIENDSHIP, LOVE, AND BELONGING

Purpose of the Unit

To help the children understand the need for friendship, love, and belonging.

Objectives for the Learner

The learner will begin to be able to:

1. Describe the feelings of friendship, love,and belonging.
2. Discuss some of the ways a person might feel and behave (a) when he is loved and (b) when he is not loved.
3. Identify some of the reasons why a person may feel that he is not loved.
4. How may the behavior of a person who is not loved or accepted affect him? Others?
5. List sources from which a person who feels unaccepted can gain friendship, love, and a feeling of belonging.
6. Identify ways in which a person who feels unaccepted can gain friendship, love, and a feeling of belonging.

To the Teacher

"The one who loves nothing is nothing himself." -- Plautus
Frymier emphasizes the importance of teaching boys and girls about love. He says that educators talk about attitudes, feelings, and emotions and their role in teaching and learning; yet little is done about them. Learning to live together in peaceful, loving, and accepting ways must be taught as a way of life. The need to teach the young to love transcends everything else.[1]

Dyer says that love is regarded as the highest act, and, as man's highest act, it is appropriate as a curricular concern.[2]

Maslow sees the individual's need for love, affection, and belonging emerging if both the physiological and safety needs are fairly well gratified. The individual will hunger for a place in his group, and he will strive with great intensity to achieve this goal. He will

want to attain such a place more than anything else in the world.

The love that Maslow refers to is not synonomous with sex. Sex may be studied as a purely physiological need. Ordinarily, sexual behavior is determined not only by sexual needs but also by needs such as love and affection. Maslow's definition of love also includes such feelings as belonging and being accepted.

Studies of infants who lived their early lives in hospitals or other institutions have shown that a baby requires considerably more than the routine satisfaction of his physical wants. These children were fed and cared for in sound, scientific ways, but lacked the warm personal attention of being cuddled and carried that a mother usually gives her child. They lacked the feeling of support, encouragement, and being wanted. In short, they lacked love. Some of the infants died. Others became persons without affection who had little ability to give or receive love.

Boys and girls in your classroom have strong needs for love and a sense of belonging. In many cases, these needs may be reasonably well satisfied. Others who have little or no feeling of being loved find it difficult to give love. The love needs affect behavior and involve <u>both</u> giving and receiving love. The child who feels loved is more likely to function effectively than the child whose love need is unfulfilled. The latter may very well become aggressive in his desire to gain someone's attention and love.

It is important to be careful when you deal with feelings of love and belonging. Be alert to the youngsters whose needs in these areas are unfulfilled. They may feel uncomfortable and ill at ease when they talk about their need for love and belonging. Class discussion of others' needs may help them feel more comfortable about revealing their own. Help these youngsters talk about their own feelings in an open, honest fashion, perhaps in a private setting. The teacher may help the children learn how to express their feelings, especially of love, by expressing her own feeling of love for the children in various ways.

Nobody can feel love for someone else 100 percent of the time. The people whom we love most can also arouse in us the strongest feelings of anger. This seemingly contradictory concept is difficult for both adults and youngsters to accept. However, the commitment to another person means that we care more, both in pleasant and in unpleasant ways.

Sometimes our relationship with children is colored by the attitude: "You be good; then I'll love you." Making love conditional on good behavior or achievement is an unfortunate emphasis. Youngsters need adults who love them come rain or shine, in season or out. Love should not be looked on as a reward for good behavior. Often the most unlovable child needs the most loving. You play an important role in helping your students understand and feel love and a sense of belonging. Frymier suggests that a child is not born loving or hateful. Love and hate are learned. We have to learn to give of ourselves to teach young people to learn to love.[3]

1. Frymier, Jack R. "Teaching the Young to Love." Theory into Practice VIII:2 April, 1969, Page 42.

2. Dyer, Prudence. "Love in Curriculum." Theory into Practice VIII:2 April, 1969, Page 104.

3. ibid.

MATERIALS FOR TEACHING THIS UNIT

TEACHER RESPONSIBILITIES

Activity A	Magazine pictures of love and belonging
Activity C	Poetry, short stories, and legends for understanding themes of friendship love, and belonging
Activity D	Magazines, student drawings, or collage of love

MULTIMEDIA

Activity E — "Living with Others - Citizenship," Recording "Dot"
$17.50 per set
From: Audio-Craft
2915 Prospect Avenue
Cleveland, Ohio 44115

Teacher Activity

To assist you in getting the feeling of this unit, think about this quotation from Kahil Gibran: "And think not you can direct the course of love, for love, if it finds you worthy, directs your course." The Prophet, p.13

Ask yourself these questions:

How might it feel not to be loved?

Have you ever felt that someone you love may love someone else more than you?

How might it feel to be unsuccessful in a family relationship in which there is no love?

UNIT 3 FRIENDSHIP, LOVE, AND BELONGING

The learner will begin to be able to:

1. Describe the feelings of friendship, love, and belonging.
2. Discuss some of the ways a person might feel and behave (a) when he is loved and (b) when he is not loved.

Activities	Objective(s)/Materials
(A) Participate in Individual Study and Group Discussion. Have each child study a series of pictures of love and belonging and write his thoughts about the pictures. Tell the students they will be sharing their ideas with the rest of the class later.	1,2,3,4 Magazine pictures of love and belonging

During the large-group discussion you can ask the following:

1. What do you think the needs of the people in these pictures might be?
2. How do you think they were feeling when the pictures were taken?
3. What are the different ways in which these people are expressing their feelings of love or acceptance?
4. What could be some of the effects of the different behaviors you see in the pictures?
5. What do you think could be some of the reasons these people feel loved or accepted?

(B) Create your own definition of love.

Ask the students to finish the following: Belonging is ...., Trusting is ...., Love is...., Friendship is...., Happiness is...., Hate is...., Nice is ....

The students should be encouraged to use whatever words they wish. If they have difficulty in writing, they may use other media, such as drawing or painting.

After the students have expressed themselves, there could be a discussion about their definitions of friendship, love, happiness,

UNIT 3 FRIENDSHIP, LOVE, AND BELONGING

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Activities	Objective(s)/Materials
belonging, hate, etc. A vocabulary list written on the chalkboard could be the basis for further activities.	
(C) Read and discuss literature. Poetry, short stories, and legends give a good background for understanding the themes of friendship, love, and belonging. Read some selections that emphasize these themes. The children may have some favorites that they can share with the class. The Life I Live by Lois Lenski All Together, a Child's Treasury of Verse by Dorothy Aldis	1,2,3,4,5
(D) Make a Collage. Students can make a collage of love, friendship, and belonging, using pictures of babies, people, friends, flowers, scenes, families, love symbols, and animals. Have the children tell about their creations.	1,2,3,4,5 Magazine pictures or students drawings
(E) React to a recorded story about belonging. Dot, who was new in school, was having trouble making friends. Finally she was accepted. Then, when her new friends planned to skip school, she wondered if she had made an error in judgment. BEFORE THE RECORDING... Those who have transferred into new schools can discuss some of the problems they faced and the solutions.	1,2,3,4,5 Records "Living with Others--Citizenship" "Dot"

3. Identify some of the reasons why a person may feel that he is not loved.
4. How may the behavior of a person who is not loved or accepted affect him? Others?
5. List sources from which a person who feels unaccepted can gain friendship, love, and a feeling of belonging.
6. Identify ways in which a person who feels unaccepted can gain friendship, love, and a feeling of belonging.

Activities	Objective(s)/Materials
AFTER THE RECORDING... 1. What might Dot do? 2. How does Dot feel when she first comes to school? 3. What might be some of Dot's needs when she comes to the new school? 4. If Dot went on to school, do you think Joan and Beth would continue to be friends with her? Why or why not? 5. What might happen if she tells someone of the girls' plans? 6. What else could Dot do besides telling someone of the girls' plans? 7. How might you make friends in a new neighborhood?	
(F) Discuss a story. Often boys and girls of this age express their love through inappropriate behavior. For example, poking, hitting, and chasing may be a child's way of expressing a need for love and belonging. Suggest that the children read the story in the Student Book and discuss the situation.	1,2,3,4,5 "Tim" Page 43 Student Book
(G) Discuss TV programs. Several weekly television programs built around family situations often involve incidents related to love and belonging. Your students undoubtedly watch some programs of this type. They should be able to recall and discuss episodes involving the feelings of love and belonging.	1,2,3,4,5

UNIT 3 FRIENDSHIP, LOVE, AND BELONGING

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2. Discuss some of the ways a person might feel and behave (a) when he is loved and (b) when he is not loved.

Activities	Objective(s)/Materials

Some recent programs of this nature in the 1971-1972 season are "Brady Bunch," "Partridge Family," "Dick Van Dyke," "Ernie," "The Courtship of Eddie's Father," "Family Affair," "Mayberry RFD," "My Three Sons," and "The Smith Family." Check the local TV schedule for the times of such programs if you want the class to watch a particular program.

Possible Discussion Questions:

1. What television programs have you watched that involved love and belonging?
2. What part did love and belonging play in the story?
3. How did the story show that someone felt that he was unloved or that he didn't belong?
4. What caused someone in the story to feel this way?
5. How did the person who was unloved act? Loved?
6. What are some other ways these people could have acted when they were loved or unloved?
7. What happened in the story to help change the person's feelings?
8. How real are these situations?

(H) Create some overall patterns in art. — 1,2,3,4

The students may create art work with a basic love and belonging theme. Drawing hearts, flowers, and symbols, or printing words of various types and sizes are suggested. Give the children an opportunity to explain why they used particular media. The completed drawings may be used as bookcovers for work in the unit or as a basis for an attractive bulletin board.

3. Identify some of the reasons why a person may feel that he is not loved.
4. How may the behavior of a person who is not loved or accepted affect him? Others?
5. List sources from which a person who feels unaccepted can gain friendship, love, and a feeling of belonging.
6. Identify ways in which a person who feels unaccepted can gain friendship, love, and a feeling of belonging.

Activities	Objective(s)/Materials
(I)Write a paragraph or story. This activity can be done in small groups, all of which choose the same line. Compare the different interpretations. Write the following lines on the chalkboard and encourage the children to add more. Have each student choose one and expand it into either a paragraph or story. Tell the students they will share their finished work with the class. A dog is man's best friend. Having friends is groovy. A friend in need is a friend indeed. Home is where the heart is. Anywhere I hang my hat is home. There is no place like home. Love thy neighbor. Love makes the world go around.	1,2,3,4,5
(J)Unscramble a story. Have the children place the sentences in an order that makes a logical sequence. They may then answer the questions. A discussion can follow. A suggested sequence is: Sally was very sad as she left her best friend. Dorothy was moving the next day. They had been friends for two years. It was going to be difficult for both of them. Dorothy would go to a new school, have new teachers and new friends. Sally, though,	1,2,3,4,5 "A Scrambled Story" Page 44 Student Book

UNIT 3 FRIENDSHIP, LOVE, AND BELONGING

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2. Discuss some of the ways a person might feel and behave (a) when he is loved and (b) when he is not loved.

Activities	Objective(s)/Materials

would be left alone. She thought about this a great deal. What would she do?

After Dorothy had gone, Sally walked to and from school alone for four days. She was very lonely. One the fifth day, things changed. A new girl moved into Dorothy's old home and right into her desk at school.

(K) Discuss poetry. — 1,2,3,4,5

Have the students read the poem "Questions" found in the Student Book. A discussion of their reactions may follow. The following questions might be used: — "Questions," "Vern," "Andre" Page 45 Student Book

"Questions"

1. What needs do you think this boy had?
2. What needs did the person asking the questions have?
3. How might this boy help himself?
4. Why might this person feel he is not loved?
5. Have you ever felt the need to run away from home?
6. What needs do you think you had when you felt that way?
7. Might we love someone but not always agree with him?
8. Might someone love a person too much?

3. Identify some of the reasons why a person may feel that he is not loved.
4. How may the behavior of a person who is not loved or accepted affect him? Others?
5. List sources from which a person who feels unaccepted can gain friendship, love, and a feeling of belonging.
6. Identify ways in which a person who feels unaccepted can gain friendship, love, and a feeling of belonging.

Activities	Objective(s)/Materials

"Vern"

1. Why do pups and dogs make good companions?
2. How does your puppy or dog act toward you when your mom and and dad have scolded you?
3. Explain the saying, "Dog is man's best friend."

"Andre"

1. Why might you prefer having your own parents? If not, why would you want to choose another set of parents?
2. How do your parents show love to you?
3. How do you show love to them?
4. What qualities do you admire in your mother and father?

(L) Find words about love and belonging.

Your students may not realize the various people and places that can be sources of love or provide a feeling of belonging. The activity should help them think about such sources.

1,5

"Word Hunt"
Page 46
Student Book

When the students have located the words, discuss how the various people or places help fill the need for love and belonging. Let the students add other people or places to the list.

Some students might be interested in developing other word games. For example, a student can develop a crossword puzzle with these kinds of words, and the others can solve it.

UNIT 3 FRIENDSHIP, LOVE, AND BELONGING

The learner will begin to be able to:

1. Describe the feelings of friendship, love, and belonging.
2. Discuss some of the ways a person might feel and behave (a) when he is loved and (b) when he is not loved.

Activities	Objective(s)/Materials

Answers to Word Hunt Puzzle

```
S           S C H O O L         G
Y     C     P O L I C E M A N   R
N     O       M O T H E R       A
A     U       M I N I S T E R   N
G     N       U                 D
O F A T H E R   N E I G H B O R M
G A   R         I           A   O
U M   Y         T           B   T
E I       P L A Y G R O U N D B H
C L A S S M A T E S   F     I   E
  Y   I   T E A C H E R       R
      S       H     I P R I E S T
A U N T       U     E
G     E       R   U N C L E     N
A   G R O U P   C     D O C T O R U
N               H O M E         R
G           G R A N D F A T H E R S
B R O T H E R                   E
```

(M) Read and discuss the story of a boy who is different. 1,2,3,4,5

Often in a classroom there is someone who seems quite different to the other students. The difference may be, for example, in how he acts, how he looks, how he behaves, how he talks, or how he dresses. Often the students view the differences quite "Funny Face" Page 48 Student Book

3. Identify some of the reasons why a person may feel that he is not loved.
4. How may the behavior of a person who is not loved or accepted affect him? Others?
5. List sources from which a person who feels unaccepted can gain friendship, love, and a feeling of belonging.
6. Identify ways in which a person who feels unaccepted can gain friendship, love, and a feeling of belonging.

Activities	Objective(s)/Materials

negatively.

Some youngsters are not bothered by knowing that their peers view them as being different. Others are deeply concerned. The unfulfilled need for love and belonging may cause them to withdraw, act up, or behave in other ways that are self-defeating.

"Funny Face" is about a boy who is different. After the students read it, discuss the questions. Consider the responsibility that each of the students has in helping the "different" boy or girl have a feeling of being loved and belonging.

(N) Complete and discuss the unfinished stories. — 2,3,4,5

After the students read the "Going to a New School," ask them the following questions:

"Going to a New School"
"Elsa at the Beach"
Page 50,51
Student Book

1. Why do you think Debbie hesitated to tell Mrs. Phillips what she had seen?
2. How do you think she felt when she had no friends?
3. How did her feelings affect her behavior?
4. Can you think of some ways in which Debbie could have increased her feeling of belonging?
5. Why do you think Debbie felt that she was not accepted in her new school?
6. How would you feel if you had no friends?

Questions for "Elsa at the Beach" are in the Student Book.

UNIT 3 FRIENDSHIP, LOVE, AND BELONGING

The learner will begin to be able to:

1. Describe the feelings of friendship, love, and belonging.
2. Discuss some of the ways a person might feel and behave (a) when he is loved and (b) when he is not loved.

Activities	Objective(s)/Materials
(O) Read and discuss the story about Kelly. The students should read the story about Kelly in the Student Book. You might begin this activity with a short discussion about the reasons some families do not live together: separation, divorce, death. Let the children use the words they feel most comfortable with when they are discussing these reasons. The following questions may lead to further discussion and acitivity: 1. What needs do you think Kelly had? 2. What needs do you think her parents had? 3. How might Kelly help herself? 4. How might Kelly help her mother? Her father? 5. What could be some of the effects of Kelly's behavior on other people? 6. What might Kelly's mother and/or father do to help her feel loved and help her feel that she belongs? Note: If the topic of remarriage arises, discuss it.	1,2,3,4,5 "Kelly" Pages 52,53 Student Book
(P) React to "The Me Nobody Knows" stories. The editor of this book of students' writings feels strongly that the children of the ghetto, if given a chance and an open climate for writing, have a tremendous amount to say and are anxious to say it. After the students have read the other students' comments about love, they may want to express their own feelings about the love the comments reveal.	1,2,3,4,5 "The Me Nobody Knows" Page 54 Student Book

Unit 4 SELF-WORTH

Purpose of the Unit

To help the children understand the need for self-worth.

Objectives for the Learner

The learner will show his understanding of the concept of self-worth by his ability to:
1. Define what he means and what others mean by self-worth.
2. Describe some experiences and situations that could lead to feelings of self-worth.
3. Discuss how feelings of self-worth can affect a person's behavior.
4. Tell some ways a person can strengthen his feelings of self-worth.
5. Discuss some of the effects of failure (continuous vs. small amounts).
6. Tell how he can work toward becoming the person he wants to be.

To the Teacher

Abraham Maslow defines self-worth as an individual's need for self-respect and the desire to be important and feel appreciated. The satisfaction of this need leads to feelings of self-confidence and worth; the blocking of this need can lead to feelings of inferiority and helplessness.

A child's feeling of self-worth involves his attitudes and perceptions of himself. Evidence shows that during a school year an average student undergoes negative changes in his attitudes toward himself and others.[1] Evidence also shows that teachers affect the kind of attitudes students have about themselves and others.[2] Thus, an influencing factor in how children feel about themselves is how other people perceive them. As a teacher, you play an important role in developing a child's self-concept.

A child is born with neither a negative nor a positive concept of himself. His view of himself is what he sees reflected in others' actions and reactions. Teachers provide this kind of feedback every day.[3]

If you have a level of expectation for a child, he most likely will begin to act the way you perceive him. The child fulfills your expectation of him rather than realizing his potential.

In our society, feelings of self-worth are sometimes associated with status and accumulation of material goods. Thus people become confused in recognizing their real needs. They say they need a new car, but what they really may need is a feeling of self-worth. We must learn to stay in contact with our real needs and satisfy our need for self-worth in relation to people as well as objects.

It may be that it is not possible for someone to "think too highly of himself." The behavior that many people cite as illustrating this situation usually results from not thinking highly enough of oneself. That is, a person who brags or ignores the rights of others does so because he feels unworthy or inadequate. A person who feels loved and secure is concerned for others as well as self.

1. Bills, Robert E. "Love Me to Love Thee." Theory Into Practice. VIII: April 1969, Page 83.
2. ibid., Page 84.
3. Frymier, Jack R. "Teaching the Young to Love." Theory Into Practice. VIII:2 April, 1969, Page 42.

MATERIALS FOR TEACHING THIS UNIT

TEACHER RESPONSIBILITIES (Students will need some pages from the Student Book.)

Activity B Magazines, construction paper, scissors, glue, crayons

MULTIMEDIA

Activity C Simulation Game "Powderhorn"
From: Simile II $12.50
P. O. Box 1023
La Jolla, California 92037

Activity F Super 8 mm loop "Let's Talk about Self-Deception"
From: Universal Education and Visual Arts $23
221 Park Avenue South
New York, New York 10033

Activity I — Filmstrip "What Do You Expect of Others?" from "First Things"
3 parts, 10 min.
From: Guidance Associates
Pleasantville, New York 10570
$18 each set

Activity L — Estes, Eleanor. The Hundred Dresses
Harcourt, Brace & World, Inc.
New York, 1944.

Activity M — Record: "Living with Others" Part 1. "Is It Ever Right to Steal?"
From: Audio-Craft
2915 Prospect Avenue
Cleveland, Ohio 44113
$17.50 per set

Teacher Activity

Survey your class about the way you teach. Possible items:

1. What do you like about the way I teach?

2. What do you dislike about the way I teach?

This activity can help you understand feelings of self-worth in a manner similar to the way students are asked to understand them in this unit. Students might ask another student to write their comments so you won't recognize the writing. After you have reacted to what your students have said,ask yourself these questions:

1. How did I feel when a student criticized my teaching methods?

2. Why might I feel this way?

3. How did I feel when a student praised my teaching methods?

4. Why might I feel this way?

5. How did I feel when a student thought I had failed?

6. Do the students' reactions affect my feelings of self-worth?

7. What did I do to overcome the temptation to try to figure out "who" wrote "what" so that I could react to the person rather than to the comment?

8. Was it difficult for me as a teacher to be placed in such a position?

9. If so, what does this tell me about myself?

UNIT 4 SELF-WORTH

The learner will show his understanding of the concept of self-worth by his ability to:

1. Define what he means and what others mean by self-worth.
2. Describe some experiences and situations that could lead to feelings of self-worth.

Activities	Objective(s)/Materials
(A) Discuss the meaning of self-worth. Begin this activity by asking your students the following questions:	1,2

1. When have you felt important?
2. How do you feel when you do something well? When someone praises you? When someone likes you?
3. Would you like to feel this way all the time? How often do you feel this way?
4. How do you feel when someone makes you feel stupid? When you fail your schoolwork? When your parents, teachers, or friends seem to ignore you?
5. Can you think of other times when you have not felt important?
6. Do some people make you feel unimportant? Why do you think they make you feel this way?
7. When someone makes you feel unimportant, how do you feel about yourself?
8. How are you special, that is, different from everyone else? Does this make you feel important?

Let the class define the concept of self-worth and discuss how this word relates to the responses given to the above questions. Self-worth is defined in these units as: A FEELING OF BEING UNIQUE AND A FEELING OF BEING A SOMEBODY. The students may choose to use their own definition.

UNIT 4 SELF-WORTH

The learner will show his understanding of the concept of self-worth by his ability to:

1. Define what he means and what others mean by self-worth.
2. Describe some experiences and situations that could lead to feelings of self-worth.

Activities	Objective(s)/Materials
During the discussion of self-worth, share your feelings and experiences with the class. It is important that the students realize that your needs and feelings are the same as theirs.	
(B) Talk about feelings of people. Collect magazine pictures that will stimulate a discussion of feelings of self-worth. The pictures should illustrate your perception of various degrees of self-worth. Avoid the artificial "happy pictures" used for advertisements. Share the pictures with the class and discuss what the persons might be feeling. Some possible questions are: 1. How might this person feel about himself? 2. How might others feel about him? 3. What might have happened to make him feel this way? 4. How might this person's feelings affect the way he will act? 5. When you feel unimportant, what other feelings may you have and how may you act? Write captions telling how the people might be feeling. This could be made into a display.	1 2,3 Magazines, scissors, glue, construction paper, crayons
(C) Participate in simulation called "Powderhorn". In "Powderhorn" students take the part of frontiersmen who establish a three-tiered society by trading rifles, traps, and pelts. After a time, the students in the highest level are	1,2,3,4,5,6 Simulation game "Powderhorn" from Simile II

3. Discuss how feelings of self-worth can affect a person's behavior.
4. Tell some ways a person can strengthen his feelings of self-worth.
5. Discuss some of the effects of failure (continous vs. small amounts).
6. Tell how he can work toward becoming the person he wants to be.

Activities	Objective(s)/Materials

given the right to make the rules for the society. They usually make rules which enable them to stay in power. This undemocratic behavior almost always leads to a revolution of one kind or another, at which time the game is ended. It has quite an impact and should be used by the teacher who feels comfortable managing vigorous intellectual and interpersonal classroom activities. "Powderhorn" ties in well with the study of our early settlers, the meaning of democracy, the necessity of checks and balances in government, the uses and abuses of power, and how it feels to be in a minority group. R. Garry Shirts, author. Appropriate for fifth-and-sixth graders, takes an hour-plus to play, designed for 18-35 students.

(D) Discuss situations about students who feel too little or too big. — 1,2,3,4

Todd has grown faster than anyone else in his class. He is heavier and stronger than anyone else.

1. How might he feel good about his growth?
2. How might he feel bad about it?
3. How might he communicate his feelings to others?
4. What can we do to show him we understand?

Sara is ten years old and wears a size 8 shoe. Her feet are bigger than her 12-year old sister's.

1. How might she feel bad about having big feet?
2. How might she feel good about it?

UNIT 4 SELF-WORTH

The learner will show his understanding of the concept of self-worth by his ability to:

1. Define what he means and what others mean by self-worth.
2. Describe some experiences and situations that could lead to feelings of self-worth.

Activities	Objective(s)/Materials

3. How might she communicate her feelings to others?
4. What can we do to show her we understand?

Karen has quite a few friends, but they are all taller than she is. Whenever they go anywhere, Karen usually misses everything exciting because she can't see over people's heads.

1. How might she feel bad about her height?
2. How might she feel good about it?
3. How might she communicate her feelings to others?
4. What can we do to show her we understand?

Students can tell by means of poems and pictures of times when they have felt either too little or too big.

1. What might the children have done when they felt either too big or too small?
2. How might these feelings affect their behavior?
3. What similar feelings or experiences did both the big and the small children have?

At this point, the students can discuss how it feels to have different sizes or shapes. Students can consider why people call others derogatory names and otherwise make them feel bad.

(E) Describe or show what they do best and worst. 1,2,4,5,6

Each student can choose a way to show what he thinks he can

3. Discuss how feelings of self-worth can affect a person's behavior.
4. Tell some ways a person can strenghten his feelings of self-worth.
5. Discuss some of the effects of failure (continous vs. small amounts).
6. Tell how he can work toward becoming the person he wants to be.

Activities

Objective(s)/Materials

do best and worst: demonstrate a skill, display something he made, or write stories about his best accomplishment or worst failure. Then the students can share their accomplishments and failures. You may wish to, too.

Before this activity, it will be helpful to talk with students who you believe have few successful experiences. Find out about their interests, etc., so you can help them if they have trouble thinking of something they do best.

Make a chart with every student's name on it. As the students tell their accomplishments, write them in the column next to their names. A student who would like help with something that someone else does well can place his name next to that of the accomplished person. Explain that each person may help only one other. If all the students sign up, each student will be helping another.

Questions for discussion:
1. How do you feel when you accomplish something that you think is worthwhile?
2. How do you feel when you fail?
3. How do you show you are feeling this way?
4. In what other ways might you express this feeling?
5. What are some ways that our class can make each of us have a feeling of self-worth?

UNIT 4 SELF-WORTH

The learner will show his understanding of the concept of self-worth by his ability to:

1. Define what he means and what others mean by self-worth.
2. Describe some experiences and situations that could lead to feelings of self-worth.

Activities	Objective(s)/Materials
(F) View film loop "Self-Deception." The class can react to the loop while it is running. Discuss the feelings of the main character and how his failures affected him. Some possible questions are:	1,2,3,5 "Let's Talk about Self-Deception" Super 8 loop
1. How might he feel when he is playing basketball? 2. How might he feel during his writing lesson? His reading lesson? 3. How might he feel when the class laughs at him? 4. What might the boy think about himself? 5. How can he help himself? How might his teacher and friends help him? 6. How might you feel if you always failed to achieve? 7. What are some of the things you could do to help yourself? 8. Can other people make you feel like a failure? How? 9. If you thought you were a failure, would you still try to succeed or would you give up? Why? 10. Some adults have had very little success in their lives. How might these people act? (The students can list as many different behaviors as occur to them.) Some might want to role play.	
(G) Compare the two pages from the introduction to this program entitled "What I Want to Be Like" and "How I feel about Myself." The students have already compared these two pages, but now they can look at them in relation to their feelings of self-worth.	1,2,4,5,6 "What I Want to Be Like" and "How I Feel about Myself" Pages 3,4 Student Book

3. Discuss how feelings of self-worth can affect a person's behavior.
4. Tell some ways a person can strengthen his feelings of self-worth.
5. Discuss some of the effects of failure (continuous vs. small amounts).
6. Tell how he can work toward becoming the person he wants to be.

Activities	Objective(s), Materials
They should think about: 1. Situations and experiences that lead to feelings of self-worth 2. Some ways they can improve their feelings of self-worth 3. Some of the effects of failure 4. How they might work towards becoming the persons they want to be	
(H) Listen to some songs expressing self-worth. Often the lyrics of popular songs are related to self-worth. Two such recently popular songs were "I Gotta Be Me" and "My Way." Students might have records at home that they feel show how persons feel about their self-worth or how they know they are "somebodies." If they bring records to class, ask them to lead the discussion about the person's self-worth. It will be helpful for the students to have copies of the words of the song as they are listening.	1,2,3,4,5,6
(I) View sound filmstrip "What Do You Expect of Others?" This filmstrip, which is about a new boy in the neighborhood who wears a green hat, presents some possible reasons why people misjudge others. It is excellent for helping students understand all of the concepts intertwined in self-worth. The accompanying manual offers many explanations and questions for discussion.	1,2,3,4,5,6 Sound filmstrip "What Do You Expect of Others?"
(J) Read the poem "Everybody Says." This poem can lead the students to think about themselves as persons. After you have written the poem on the chalkboard and	1,2,3,4 "Everybody Says" Page 59 Student Book

UNIT 4 SELF-WORTH

The learner will show his understanding of the concept of self-worth by his ability to:

1. Define what he means and what others mean by self-worth.
2. Describe some experiences and situations that could lead to feelings of self-worth.

Activities	Objective(s)/Materials

discussed it, you can ask these questions:

1. Why do you think people look for a family resemblance in you?
2. How does what others say about us change what we think about ourselves?
3. Why do we try to be what others expect us to be?
4. Is it easier to be what others want us to be or what we ourselves want to be? Why?
5. How can we improve our feelings of self-worth?
6. Some people say that it is important for young people to be what they want to be in spite of what their parents say. What do you think? Why?
7. Young people usually try very hard to please their friends. What do you think about this? Why?

(K) Discuss phrases about personal characteristics. — 1,2,3,4,5,6

A discussion can be developed around reasons why people use such phrases as:

1. "Little but mighty."
2. "Being a good student is my bag."
3 "Black is beautiful."
4. "Big eyes are all the better to see you with."
5. Other phrases you think might be appropriate to relate to self-worth.

Further discussion and/or poster making can be related to qualities that make the students feel like persons of worth.

3. Discuss how feelings of self-worth can affect a person's behavior.
4. Tell some ways a person can strengthen his feelings of self-worth.
5. Discuss some of the effects of failure (continuous vs. small amounts).
6. Tell how he can work toward becoming the person he wants to be.

Activities	Objective(s)/Materials
Thus it can be shown that unique characteristics of each person could be expressed in a caption or a phrase.	
(L) Read "The Hundred Dresses." This story is about Wanda, who has only one old dress, which she wears to school every day. Wanda tells her classmates, "I have a hundred dresses at home all lined up in my closet." Everyone laughs at her and plays a game teasing her about her one hundred dresses. But Wanda does have one hundred dresses, and this story tells how the other children come to understand what Wanda means.	1,2,3,4 Estes, Eleanor. "The Hundred Dresses"
The students may read this story individually or as a class. Stop at the end of each chapter and discuss the needs and feelings of each character and what might happen. Some possible overall questions are: 1. How may Maddie and Peggy have felt when their teacher announced the contest winner? When Mr. Petronski's letter was read? When Wanda's letter was read to the class? When Maddie saw herself in Wanda's picture? 2. Do you think Wanda had a feeling of self-worth when the other girls teased her? 3. Why do you think Wanda drew pictures for the girls who made fun of her? Would you? 4. Did Maddie have a feeling of self-worth when she felt that Peggy might tease her about her old clothes? When Peggy teased Wanda? When Wanda's letter came?	

UNIT 4 SELF-WORTH

The learner will show his understanding of the concept of self-worth by his ability to:

1. Define what he means and what others mean by self-worth.
2. Describe some experiences and situations that could lead to feelings of self-worth.

Activities	Objective(s)/Materials
5. What might Maddie have done so that Peggy would not tease Wanda? 6. How did Wanda's family feel about their self-worth? Why did they leave town? 7. Has anything like this ever happened to you? How did you feel?	
(M) React to a recorded story. "Is It Ever Right to Steal?" Cathy and Carolyn had been two of the few chosen to join the Alpha Club. The girls were very excited until they saw that the initiation included shop-lifting. The club was composed of only the most popular girls, but was the price of joining worth it?	1,2,3,6 "Living with Others" Record - Part I "Is It Ever Right to Steal?"
BEFORE THE RECORDING: 1. Discuss various types of initiation into clubs. 2. Why might people join clubs?	
AFTER THE RECORDING: 1. Do you think Cathy and Carolyn joined the Alpha Club? 2. If you had a chance to join, would you? 3. Why do you suppose the girls were considered popular? 4. How does being a member of a club help people have a feeling of worth?	

3. Discuss how feelings of self-worth can affect a person's behavior.
4. Tell some ways a person can strengthen his feelings of self-worth.
5. Discuss some of the effects of failure (continuous vs. small amounts).
6. Tell how he can work toward becoming the person he wants to be.

Activities	Objective(s)/Materials
5. How did feelings of self-worth affect the behavior of the girls already in the club? 6. Role play Cathy and Carolyn as they explain to the club members why they would rather not join. 7. If you joined the club, how do you think you might feel? 8. How might boys and girls feel if they are not accepted by a club? 9. What might they do?	
(N) Discuss how you feel about yourself in unfamiliar situations. The class can discuss how our feelings about ourselves sometimes change when we are in unfamiliar settings. It is important for the students to realize that this feeling is very natural to all of us, including adults. The questions below are just a stimulus for the students. You should formulate additional questions from their responses, leading them to think of many possible alternatives.	2,3
1. How do you feel about yourself when you are with your family or friends? 2. How do you feel about yourself when you are with a group of adults? 3. How do you feel about yourself when you are with a group of strangers? 4. Why may you feel different in these situations? Why may you feel the same? 5. What are some situations in which you do not feel confident of yourself? Why may you feel uneasy in these situations?	

UNIT 4 SELF-WORTH

The learner will show his understanding of the concept of self-worth by his ability to:

1. Define what he means and what others mean by self-worth.
2. Describe some experiences and situations that could lead to feelings of self-worth.

Activities	Objective(s)/Materials
6. What might you need to feel confident? 7. Is what other people feel about you or your work important? Why or why not? 8. Is what you think about yourself important? Why or why not?	
(O) Discuss why we have heroes. Children usually have heroes. They may be models of what the child would like to be. A child may admire the entire image his hero represents or only certain qualities. One quality might be his hero's uniqueness. Have a discussion of what the students like about the people they admire. Some possible questions are: 1. What do you like about this person? 2. What are some things about this person that you do not like? 3. What are some of the things you would like to do that he does? 4. In what ways are you like this person? 5. What might it be like if you were this person? How is that similar to or different from the way you are now? 6. What kinds of problems may this person have? 7. Why do you think people have heroes? 8. What heroes might adults have? After the discussion, the students can write compositions on "My Ideal Self," explaining what they would like to be if they could create ideal images of themselves.	4,6

3. Discuss how feelings of self-worth can affect a person's behavior.
4. Tell some ways a person can strengthen his feelings of self-worth.
5. Discuss some of the effects of failure (continuous vs. small amounts).
6. Tell how he can work toward becoming the person he wants to be.

Activities	Objective(s)/Materials
(P)Create a play or puppet show. People may experience small amounts of failure or continuous failure throughout their lives. The amount and type of failure we experience affects how we feel about ourselves and how we act. A child who believes he will fail does not have a strong sense of self-worth. Because he feels that he is always a failure, he may stop trying to achieve, especially if his self-expectations and those of others are few. 1. How do you feel about yourself when someone teases you for failing? 2. How do you act when you feel this way? 3. Discuss some times when you have felt a sense of failure. 4. How might you feel if you failed at almost everything you tried? 5. When you fail at doing something, does failure stop you from doing it again? 6. What can you do if you want to achieve something that seems too difficult to try? 7. Have you ever failed at something and later tried and succeeded at something better? What do you think helped you to try again?	5
(Q)Read the poem "Who Am I?" This poem offers an opportunity for you to show what a great part the teacher plays not only in building feelings of self-worth but also in helping students answer such questions as:	1,2,3,4 "Who Am I?" by Theron Jacobson Page 60 Student Book

UNIT 4 SELF-WORTH

The learner will show his understanding of the concept of self-worth by his ability to:

1. Define what he means and what others mean by self-worth.
2. Describe some experiences and situations that could lead to feelings of self-worth.

Activities	Objective(s)/Materials
(1) What can I do well that is me? (2) What can I learn to do well in order to grow into a stronger me? Many students may also be able to identify the negative attitude of the teacher with that of some other adult. Hopefully, some students will see that they must be able to cope with adults who have negative attitudes. The students may also wish to identify some factors in their school that make people feel "bad," and to discuss ways of changing the conditions and of helping others see the long-term effects of these factors.	

Unit 5 ANGER

Purpose of the Unit

To help the students understand that anger is a normal, healthy emotion; anger can be expressed positively; and anger has causes and effects

Objectives for the Learner

The learner will show his understanding of anger by his ability to:

1. Identify situations in which he and others become angry.
2. List and discuss some of the possible reasons why people get angry.
3. Discuss some ways people feel and act when they are angry.
4. Describe some of the effects of anger on oneself and on other persons.
5. Explain some ways in which people can constructively express their anger.
6. Explain how expressing anger can help a person.

To the Teacher

Anger has been said to be the most universal emotional expression of the fourth- and fifth-grade child. A child who shows equilibrium one year may be unsettled and uncontrollable another year. Seemingly content and cooperative, he may suddenly explode into anger. He may strike out, kick, bite, or boil over verbally. The fourth-and fifth-grade child is beginning to be old enough to show some control, to be selective about his expressions of anger, and to take beginning steps to prevent anger situations from developing. Generally, his anger is short-lived. However, the same child who has previously shown self-control and selectivity may go through a period in which his anger shows itself in sudden, furious outbursts. The violence of the anger may be expressed through yelling, saying mean things, or becoming red in the face. Anger in the older child is not as easily spent as in the younger child. He needs to find ways and means to gain back his equilibrium.

Youngsters may think that anger is "badness" that explodes inside them. They may feel guilty when they become angry. This is wrong. Boys and girls need to learn that anger is a normal, healthy emotion. It can be thought of as a built-in signal for their own protection. The signal needs to be used in ways that protect them and in ways that are not harmful to others. Obviously, the way in which anger is expressed needs to be controlled in situations in which youngsters could cause harm to others and to themselves.

The anger observed in family situations can be very upsetting to children. Parents and siblings may show their anger in ways that limit a child's concept of the expression of anger. Some parents pride themselves in keeping all signs of anger hidden from their children. Children, however, sense what is going on and are upset by an atmosphere of tension. On the other hand, if parents never control their anger, children will be encouraged never to control theirs. If the children in a family feel there is love and understanding between their parents, they can look at parental conflicts as being normal for human beings. Children who do not see this love at home may need some special attention and consideration when you discuss anger in families.

Youngsters need reassurance that adults can often become angry and sometimes for "illogical" reasons. It may help to point out that people can learn to express their anger effectively and constructively. If they can begin to identify some of the sources of their anger, they can begin to develop ways of expressing anger that lead to the solution of the problem. Be open and receptive to the students' discussion of anger. Recognize that they may have some apprehensions about discussing anger, its effects, and the possible causes. In dealing with angry boys and girls, realize that patience and understanding on your part are vital in helping them work through their angry feelings.

Gessell, Arnold, M.D., Frances L. Ilg, and Louis Bates Ames. Youth, the Years from Ten to Sixteen. New York: Harper & Row Publishers, 1956.

Smith, Sally Liberman. Nobody Says It's Easy New York: The Macmillan Co., 1965.

Materials for Teaching the Unit

TEACHER RESPONSIBILITIES

Activity C	Duplicating masters
Activity D	Magazines, art supplies
Activity G	Children's literature for pantomimes (see activity for suggestions)
Activity J	Props for role playing
Activity K	Records depicting expressions of anger (see activity for suggested selections), record player

MULTIMEDIA

Activity E

16 mm film: "Getting Angry." 10 min.
From: Bailey Film Associates
11559 Santa Monica Boulevard
Los Angeles, California 90025
B/W $65 Color $210

Activity H

Film: "Mr. Finley's Feelings." 10 min. Color
Loaned free from:
Metropolitan Life
One Madison Avenue
New York, New York 10010

Activity L

Super 8 mm. film loop: "Flying Off the Handle." 2 min. 50 sec.
From: Universal Education & Visual Arts
221 Park Avenue South
New York, New York 10003
$23

Teacher Activity

When was the last time you were angry?
What do you think caused the anger?
Did you explode verbally and wish later that you had not, or did you express your feelings well and feel glad?
Have you ever experienced a time when an angry outburst only made things worse? How did you feel?
Conversely, have you ever made a supreme attempt to control yourself and found yourself taking out your anger in subtle ways?
Have you ever tried to express exactly why you were angry without distorting your reasons?
When has it been most difficult to control your anger?
Do you express anger directly and at the time it is felt, or do you tend to "bottle it in" until you express anger in a way that is inappropriate and out of proportion to the grievance that triggered the outburst?

Answering these questions may help you to better understand your own feelings concerning anger. There are different types and degrees of anger. Both physiological and psychological resources have an effect upon the person's tolerance level for frustration and, thus, the degree of anger that is felt. Expressing anger appropriately (in a way that does not unnecessarily hurt others and yet gets at the source of the irritation) requires a great deal of effort and learning.

UNIT 5 ANGER

The learner will show his understanding of anger by his ability to:
1. Identify situations in which he and others become angry.
2. List and discuss some of the possible reasons why people get angry.

Activities	Objective(s)/Materials
(A) <u>React to situations of anger.</u> Discuss different ways in which anger might be expressed. To help begin some discussion of anger, the teacher might want to read the poem "Angry," which is in the Student Book.	1,2,3,4,5,6 Poem "Angry" Page 67 Student Book
Help the students to understand that their reactions are not necessarily unusual. Emphasize that there are both constructive and nonconstructive expressions of anger. <u>Constructive expression of anger</u> is the release of anger that does not harm others and alleviates the original source of irritation. <u>Nonconstructive expression of anger</u> is the release of anger that might harm others and does not alleviate the original source.	"Some Situations" Page 68 Student Book
Perhaps two of the following situations, found in the Student Book, could be assigned to small groups for discussion. Each group could think of possible reactions to a situation, applying the idea of constructive or nonconstructive expression of anger. Present these situations to the students and have them discuss three different ways of expressing the anger brought about. Afterward, using the same situations, have the students try to work out the behavior equation introduced in Unit I, Activity K. (Needs + Self + Place = Behavior)	
(B) <u>Develop a vocabulary of words used to illustrate anger.</u> Many words may be used to describe anger. The class may divide into small groups and develop their own vocabulary lists. Then a sharing with the entire class might be helpful.	1,3,4 "Word Hunt" Page 69 Student Book

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Activities	Objective(s)/Materials

A discussion of these words may follow. Following this activity, the student can become involved in the "Word Hunt" found in the Student Book. In this puzzle the students can locate the 21 words. The words are backwards, slanted, horizontal, and vertical.

S H O V E B
H I T U S
U T I L S C
D C B L R
D R A E T A Y E L L
E I G M A
R T P O U N D M E
I D S F I T
C A S A
I M P U N C H I H
Z K O P
E I P U S H
S O B C T
S H R I E K

3. Discuss some ways people feel and act when they are angry.
4. Describe some of the effects of anger on oneself and on other persons.
5. Explain some ways in which people can constructively express their anger.
6. Explain how expressing anger can help a person.

Activities	Objective(s)/Materials
(C) Complete a story or write story beginnings. Several conclusions might be provided for the paragraphs given. Let the students imagine how the situations could be resolved and then share their ideas with the class. The activity can be done individually or in small groups. Try to have each of the three paragraphs completed. You might duplicate the stories below for each of your students.	1,2,3,4,5,6 Duplicating masters

1. Mark was walking to school. As he approached the building, he saw five boys picking on a smaller boy. Mark got angry when he realized how unfairly the smaller boy was being treated.

2. The students in a science class were discussing pollution of rivers in their community. Several students became quite upset when they learned that three local industries were dumping poisonous waste into the river each day.

3. Billy got angry very easily on the playground. He seemed to get angry no matter what game the boys were playing. Sometimes he even hit other boys or threw things at them. Then one day two of his classmates discovered the reasons for Billy's anger.

Possible questions about the stories:
1. What might have caused the people to become angry?
2. How did the angry people act?
3. What was the result of their expression of anger?
4. How might the nonconstructive expression of anger in the story have been prevented?

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Activities	Objective(s)/Materials
5. Would you act in the same manner as the characters act in your completed story? Why or why not?	
The following paragraphs are story endings from situations that could involve anger. Copies should be duplicated for the class or for small group leaders. The students should think about the paragraphs and then write beginning situations to read and discuss in class.	
1. Two days later Mr. Martin offered me a job as stock boy in his dime store. He was trying to help me. It was then I realized I had better grow up.	
2. It was good that my uncle walked into the room.	
3. Only tonight I found out that Jean, rather than Ann, was to blame for the whole mess on the playground this noon.	
4. Sidney is such a good pal. He's not my color or religion, but he's the kind of person I like. I wonder if my outburst has made him doubt my friendship.	
(D) Develop a bulletin board display. Various art forms can be used to develop a bulletin board on anger. Try to get as many students as possible to help plan the project, contribute, and put up materials.	1,3,4,6 Magazines, art supplies

3. Discuss some ways people feel and act when they are angry.
4. Describe some of the effects of anger on oneself and on other persons.
5. Explain some ways in which people can constructively express their anger.
6. Explain how expressing anger can help a person.

Activities	Objective(s)/Materials
Some suggested ideas: 1. Vocabulary words and phrases about anger 2. "Anger is _____." (Students finish the statements with words such as "a strong feeling," "hard to control," or with situations that provoke them.) 3. Student drawings or magazine pictures of angry faces 4 Cartoons about anger drawn by students or found in magazines 5. Display of written activities from the unit 6. Student drawings or magazine pictures of methods people can use to constructively control their anger	
(E)View and discuss film "Getting Angry." Willie takes his favorite birthday present, a model space capsule, to share with his class at school. He is very careful not to damage it on the walk to school. The ensuing chain reaction of anger involves many children. Miss Ferguson, the teacher, helps the children see that most of the anger is misdirected. Provision is made for stopping the projector for class discussion. Discussion topics can include: 1. Probable causes of the anger in the movie 2. Probable reasons for so many children becoming involved 3. How the anger was misdirected 4. The effect of Willie's anger on himself 5. The effect of Willie's anger on others 6. How the students in the class think they would react in this situation 7. What they think would be a helpful way of preventing such a situation	1,2,3,4,5,6 Film: "Getting Angry"

UNIT 5 ANGER

The learner will show his understanding of anger by his ability to:

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Activities	Objective(s)/Materials
(F) Complete and discuss the unfinished story, "What Might Karen Do?" After the students read the unfinished story, "What Might Karen Do?" ask them the following questions: 1. Why do you think Karen was so angry? 2. What do you suppose Karen's feelings were in the classroom and later at home? 3. What could Karen have done when she was angry? 4. How else could she have acted? 5. Why might expressing anger help Karen? How might it interfere with her development? 6. How would you feel and act if you were blamed for something you had not done? Have the students finish the story and discuss their story endings in small groups.	1,2,3,4,5 "What Might Karen Do?" Page 70, 71 Student Book
(G) Do pantomimes. Have the children do pantomimes depicting anger from well-known situations in children's literature. There are also many choices which they can make from their own reading. This activity would be most effective if carried out in small groups. Discussion should follow the pantomimes. Some suggested situations:	1,2,3,4,6 "Rumpelstiltskin," "Snow White and the Seven Dwarfs," "Cinderella," "Rapunzel," etc.

3. Discuss some ways people feel and act when they are angry.
4. Describe some of the effects of anger on oneself and on other persons.
5. Explain some ways in which people can constructively express their anger.
6. Explain how expressing anger can help a person.

Activities — Objective(s)/Materials

1. Rumpelstiltskin after the Queen tells him his name
2. The Queen after she learned that Snow White was still alive and living with the seven dwarfs
3. Cinderella's stepsisters when they found the slipper was a perfect fit on Cinderella's foot
4. The wicked witch when she found that Rapunzel was seeing the Prince

Do you think the persons in each of the situations expressed their anger constructively or non constructively?

What was the real source of the anger in each of the situations? (Don't be satisfied with superficial causes. Rather look for what might be the deeper causes such as self-concept, blocked needs, etc.)

How else might they have expressed their anger?

How might a person try to control his anger?

What methods of expressing anger might be harmful?

What methods of expressing anger might be helpful?

(Note: Be sure students include the pros and cons of "bottling up anger" as a way of expressing it.)

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Activities	Objective(s)/Materials
(H)<u>View and discuss the film "Mr. Finley's Feelings."</u> "Mr. Finley's Feelings" is an animated film about reactions to emotional stresses and frustrations. Tom Finley gets into a series of difficulties as his emotional tensions build up. He becomes angry and blames others for his problems. Tom sees people as being angry and difficult to deal with, when in reality they are not. The film should help students understand what can cause anger and how anger can affect people's behavior. A discussion guide accompanies the film. Other suggestions for discussion: 1. How can anger change the way you see other people? 2. Describe a time when you were angry and blamed someone else. 3. Discuss the concept of scapegoating. You can explain that the term comes from an ancient custom. A religious leader confessed the sins of the people over the head of a goat and then allowed it to escape. The people then felt guiltless, since their guilt had been shifted to the animal. The word "scapegoat" is used now to describe the tendency to blame others for something you have done. Scapegoating can be a basis for stereotyping people and developing prejudices. Discuss instances of scapegoating with which the children are familiar. Example: A team might single out a boy to blame for losing the game.	1,2,3,4,5,6 Film: "Mr.Finley's Feelings"

3. Discuss some ways people feel and act when they are angry.
4. Describe some of the effects of anger on oneself and on other persons.
5. Explain some ways in which people can constructively express their anger.
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Activities	Objective(s)/Materials
(I) Discover positive alternatives when angry. Have the students discuss the various things they might do when they are angry that do not hurt anyone or harm property. Many youngsters have mentioned punching pillows, sitting and pouting, and running around the block. Try to get each youngster to think of at least one way he could act constructively the next time he feels angry.	5,6
(J) Role Playing Role playing is a technique that gives pupils the opportunity to express their feelings about specific situations and problems. The stories they act out should be catalysts that stimulate them to think and talk. During the situations, the pupils can make both right and wrong choices and discover their mistakes by themselves. They will learn that their choice of actions affects other people as well as themselves. The students should feel free to choose alternative actions and discover their effects within a nonjudgmental environment. There are several basic steps in preparing your class for role playing:	1,2,3,4,6 Props: simple costumes (hats), signs defining their roles

1. Present the situation to the class and explain what problem must be solved. In some cases, you may ask students to decide what roles are needed.
2. Select the participants. At first you might choose those who are least threatened by new experiences. You may wish to have students exchange roles during the action.
3. Provide the children with props that will help stimulate their imaginations and give them a sense of confidence in creating

UNIT 5 ANGER

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Activities — Objective(s)/Materials

their roles. As children get older, these props can be more and more simple or can be omitted altogether.

4. The stage is set for the situation by arranging the classroom furniture in an imaginary setting.
5. The role playing takes place.
6. A class discussion follows the role playing.

The audience has a significant a part as the players because of the importance of listening and observing in order to discuss the situation. When the role-playing situation is completed, the class can talk about the situation, and the players can share the feelings they had in their roles. The class might decide that the problem could be solved another way, and the role playing could be repeated. This enables the pupils to see that there are several ways to act in each situation. The children should begin to decide which solutions are most appropriate or constructive in working out specific problems. This is done by considering the effects of certain behaviors on the people involved. Remember that there are usually several constructive ways to resolve a situation. Do not lead the children to believe that there is a "right" answer or only one way of acting.

Have your students find a solution for the problem in each role-playing situation below. Read the situation, and prepare your students and the classroom for your presentation. These are situations that could lead to anger:

3. Discuss some ways people feel and act when they are angry.
4. Describe some of the effects of anger on oneself and on other persons.
5. Explain some ways in which people can constructively express their anger.
6. Explain how expressing anger can help a person.

Situations	Activities	Objective(s)/Materials
(a)	Mr. Smith is driving Bill and his friend to school. Suddenly the motor stops. Mr. Smith turns the key. Nothing happens. Questions for discussion: 1. How do you think Mr. Smith feels when his motor suddenly stops? 2. How does he act?	Roles: Mr. Smith, Bill, and friend
(b)	Jack wants the other boys on the baseball field to think he knows what he is doing. He yells instructions to Mark and Phil when they are batting. Questions for discussion: 1. Why do you suppose Jack behaved that way? 2. How do you think Mary and Phil felt when Jack yelled at them as they were about to hit the ball? 3. How would you feel if someone did that to you?	Roles: Jack, Mark, and Phil
(c)	Jane has been sitting in the same place for a long time reading a book. She wants to go out and play with Sally, but her mother says she cannot go until she finishes her homework. Questions for discussion: 1. What seems to be Jane's need? 2. What do you think her mother's needs are? 3. How did Jane's behavior affect her mother?	Roles: Jane, mother

UNIT 5 ANGER

The learner will show his understanding of anger by his ability to:

1. Identify situations in which he and others become angry.
2. List and discuss some of the possible reasons why people get angry.

Activities	Objective(s)/Materials
(d) Judy and Barb were playing in the sand. They had just finished making a castle in the sand and were admiring their work when Susan came running along and kicked the castle. Questions for discussion: 1. How do you think Judy and Barb may have felt when Susan kicked the castle? 2. How do you think you would react if this happened to you?	Roles: Judy, Barb and Susan
(K) Learn and analyze song lyrics as a means of expressing anger. One way to express anger and sadness at pain and injustice is to sing or to write songs. Have students listen to and analyze the lyrics of several songs, for example, spirituals or songs written since the 1960's, when lyrics began to express psychological needs and address themselves to social needs. Students can bring in their own records or borrow them from a library. Records that would be particularly appropriate are: "Blowing in the Wind" - Bob Dylan, recorded by Peter, Paul and Mary "7 o'clock News/Silent Night - Simon and Garfunkel "Too Much of Nothing" - Peter, Paul and Mary "Crucifixion" - Glen Yarbough Songs by the Beatles	1,3,4,5,6 Records Record player

3. Discuss some ways people feel and act when they are angry.
4. Describe some of the effects of anger on oneself and on other persons.
5. Explain some ways in which people can constructively express their anger.
6. Explain how expressing anger can help a person.

Activities	Objectives(s)/Materials
(L)View film loop: "Flying Off the Handle." The class can react to the loop while it is running. Discuss the feelings of the main character.	1,2,3,4,5,6
"Flying Off the Handle"	"Flying Off the Handle" Super 8 mm loop

This concerns a boy who flies into a rage the moment he thinks he is imposed upon. When he is asked to run an errand, he immediately throws a tantrum. He resists authority and is frequently in trouble with his parents and teachers.

1. How do you feel about what is going on?
2. How might the other characters in the story feel about the boy?
3. How might the boy feel about himself?
4. What are some of the things the boy might do to help himself?

UNIT 6 AGGRESSIVE BEHAVIOR

Purpose of the Unit

To help the students understand that there is harmful aggressive behavior, helpful aggressive behavior, helpful aggressive behavior, and that aggressive behavior has causes and effects as well as alternatives

Objectives for the Learner

The learner will show his understanding of aggressive behavior by his ability to:
1. Define aggressive behavior.
2. Discuss some of the causes of aggressive behavior.
3. Explain some of the short-and long-term effects of aggressive behavior.
4. Give examples of aggressive behavior shown on television and how they might affect him.
5. Describe how the language and tone of voice people use can both harm and help others.
6. List some alternatives to aggressive behavior.

To the Teacher

Aggressive behavior can be defined in two ways. One definition is the energy or initiative that individuals use in striving for a goal. People usually consider this form of aggressive behavior to be healthy and constructive, the positive kind that builds. Another definition is negative behavior that causes harm or destroys people or objects. Aggression can be defined as an offensive action or procedure.

We are living in an aggressive society. People frequently express their aggressive feelings in both language and deed. It is not uncommon for someone who is angry to say, "I'll kill you." Seldom does a day go by that radio, TV, and newspapers do not report one or more incidents of both positive and negative forms of aggressive behavior. Some people think that war is an act of aggression. Others think that certain actions in business and sports are aggressive.

In the classroom, aggressive behavior is shown against other students, the teacher, group activities, classroom property, schoolwork, and school and class codes.

On the other hand, many children faced with a situation they cannot handle react to it by hesitating and withdrawing, shutting their mouths clam tight or running away. There are also the shy or fearful ones, who often file quietly in and out of school. These children are discipline problems as much as the aggressive, noisy youngsters, for they, too, have not yet learned to accept themselves so they can live comfortably with other children and adults. They are the ones who lack the essential feelings or abilities to do many of the things they want to do, and to be many of the things they want to be.

There is the child who is chosen by no other children, or by very few, to join in classroom or social activities. Studies show that these children are lonely and unhappy. They have emotional difficulties.

You can help the withdrawn child to build a better opinion of himself on foundations of security and self-confidence.

When a person is frustrated or angry, he may act out his hostile feelings and aggressions against any person or object around him. A child who is seeking attention because he lacks love or security may become destructive or violent in his actions.

The concern of this unit is to have both the teacher and students examine aggressive behavior by looking at the underlying causes and effects of that behavior with possible alternatives to meeting the needs which caused aggressive behavior. It must be kept in mind that an alternative will be successful in meeting the need of the aggressive behavior only if it will satisfy the original blocked need. Certain types of aggressive behavior may be acceptable in some cultural groups and not in others. Question your students about forms of aggressive behavior which are acceptable or unacceptable in their groups.

Being sensitive to the needs of the children in the class and showing acceptance to each child may lead to fewer aggressive actions in the classroom. Be ready to listen to expressions of opposing points of view and be accepting of their ideas.

When the students have completed this unit, they will know more about human behavior and aggression and constructive methods for meeting their daily needs for security, adequacy, and self-respect. They may be able to make constructive choices for resolving frustrating situations and acting out their aggressive feelings.

Materials for Teaching This Unit

TEACHER RESPONSIBILITIES

Activity F	Poems or stories witha theme of aggressive behavior (see activity for suggested sources)
Activity G	Tagboard, magazines, ½" Dowell rods, roll of paper
Activity H	Magazines, paste, scissors, shoeboxes (possibly 2), dowell rods

MULTIMEDIA

Activity B	Super 8mm loop film "Being Mean" From: The Ealing Corp. 2225 Massachusetts Avenue Cambridge, Massachusetts $21
Activity E	Super 8mm loop film "Ganging Up" From: The Ealing Corp. 2225 Massachusetts Avenue Cambridge, Massachusetts $21

Teacher Activity

Work through this activity and write down your answers as you think about them. You have to finish making report cards by 2 o'clock today. The principal just decided that you have to take the playground assignment this morning. This really upsets you because you had planned

to use this time to do your report cards.

1. How might you feel in this situation?

2. Why do you think you would feel this way?

3. How do you think you would act in such a situation?

4. How do you think you might treat the students in the next class?

5. How do you think you might react to your family when you get home?

6. What else could you do?

UNIT 6 AGGRESSIVE BEHAVIOR

The learner will show his understanding of aggressive behavior by his ability to:

1. Define aggressive behavior.
2. Discuss some of the causes of aggressive behavior.

Activities	Objective(s)/Materials
(A) Do vocabulary study. The instructions and lists of words on the student page will assist you in introducing this unit. In addition to dictionary practice, matching picture situations with words and discussion, you may find other ways in which to utilize this material. It is important that you discuss the vocabulary with the students. They may need help in understanding the subtle, more complex aspects of aggressive behavior, especially at the fourth-grade level. You might even find it necessary to choose a smaller, easier group of words. Students may have some difficulty in categorizing the words. Lively discussion may follow in describing the situations in which the behavior may build or destroy. (e.g: When might "laughter" cause a person to feel hurt?) Behaviors such as withdrawing and forgetting, may not seem on the surface to be aggressive. They are included, however, to stimulate discussion on subtle ways people can express aggressive feelings.	1,2,6 "Vocabulary Study" Page 75 Student Book
(B) View and discuss super 8 mm loop "Being Mean." The youngster in the loop mistreats everything he encounters: steps on a sleeping cat, uproots flowers, etc. He seem to delight in his destructiveness. This film offers the opportunity to discuss surface and substantive reasons for this type of behavior.	1,2,3,4,5,6 Super 8 Loop "Being Mean"

UNIT 6 AGGRESSIVE BEHAVIOR

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1. Define aggressive behavior.
2. Discuss some of the causes of aggressive behavior.

Activities	Objective(s)/Materials
1. How do you feel about this boy? 2. How might you feel if you were any of the animals in the picture? 3. What might you do about this boy if you knew him? 4. Do you know anyone like him? 5. How do you feel about him? 6. What did you do or what might you have done about these feelings? 7. Have you ever acted like him? Why? 8. How did you feel when you acted this way?	
(C) View and discuss aggression on TV programs. Some people strongly feel that the amount of aggression shown on television is a negative influence on our society. They believe that the regular viewing of aggression may cause us either to behave in the same way as the actors or to accept aggression as a way of life. Many of the boys and girls in your class watch television several hours each day. Undoubtedly they have seen many programs in which aggression was a central theme. One study showed that in the early evening hours, when an estimated 26,000,000 children were watching television, a violent incident occurred every 16 minutes and a murder every 33 minutes. There are no conclusive answers about the effects of watching aggressive acts on television. Research does show, however, that the youngster who has trouble separating fantasy from reality can be dramatically affected by viewing violence on TV. Furthermore,	3,4,6

3. Explain some of the short- and long-term effects of aggressive behavior.
4. Give examples of aggressive behavior shown on television and how they might affect him.
5. Describe how the language and tone of voice people use can both harm and help others.
6. List some alternatives to aggressive behavior.

Activities — Objective(s)/Materials

the viewers do not see and learn how to use constructive methods in meeting their needs that are related to aggressive behavior.

An interesting discussion can be developed on the effects of viewing aggression on TV. After you have reviewed the definition of aggression with the class, (page 2) ask questions such as:

1. How much aggression do you think is shown on television?
2. Which programs show acts of aggression?
3. What different acts of aggression have you seen on television?
4. What needs were the aggressive people probably trying to satisfy?
5. Have you ever seen any aggression in cartoons? How was it shown?
6. Could the program have been presented without getting involved in the aggression? Why or why not?
7. Could the needs of the people have been met in another way?
8. How do you think boys and girls your age generally react to programs of this type?
9. How do your parents feel about your watching programs of this type?
10. Do you think that seeing aggression on TV might cause someone to behave in a like manner? Why or why not?

Some students might want to make tallies of the various activities they see in their own viewing. These would be interesting to discuss. This activity can also lend itself to a parent discussion

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1. Define aggressive behavior.
2. Discuss some of the causes of aggressive behavior.

Activities	Objective(s)/Materials

group. Many parents are not aware of the effects that television is having on their youngsters. A Sign for Cain, Fredrick Wertham,M.D., is an outstanding book that discusses all forms of mass media and their effects.

(D) Complete and discuss the story,"The Tramp." — 2,3,6

This story is about three boys and how they react to a tramp whom they see at the train station. You may want to discuss the word "tramp" before reading the story. — "The Tramp" Page 75-80 Student Book

The students may enjoy your reading this story to them. The guidelines and discussion questions are helpful. After the students have given their own endings to the story, let them discuss them with the class or in small groups. Ask them to question one another about why they chose those particular endings.

Further questions can be:

1. In what ways was the behavior of the boys aggressive?
2. If you were Paul, how do you think you would have behaved?
3. How did the boys' behavior affect the tramp? How did it affect them?

Introduction

Many times when we are with a group of friends, we tend to act differently than we would if we were alone. In this story Paul was confronted with the problem of whether to do what his friends

3 Explain some of the short-and long-term effects of aggressive behavior.
4. Give examples of aggressive behavior shown on television and how they might affect him.
5. Describe how the language and tone of voice people use can both harm and help others.
6. List some alternatives to aggressive behavior.

Activities	Objective(s)/Materials
said or whether to refuse because he didn't feel it was the right thing to do.	
(E) <u>View and discuss super 8 mm loop "Ganging Up."</u> The super 8 mm loop focuses upon a boy and the decision he faces when he is asked to join a group of boys who are teasing and roughing up his playmate. Such a decision places the boy, or any young person, in the center of multiple pressures - the demands of his peers, the written and unwritten codes of his society, and the voice of his individual conscience. Are there alternatives not mentioned in the loop?	1,2,3,6 Super 8 mm film loop "Ganging Up"
(F) <u>Read poems or stories.</u> Read poems or stories with the theme of aggressive behavior. The discussion that follows will be helpful in deepening the students' understanding of the needs and feelings of the characters. Also help the children identify the types of aggressive behavior. Encourage the students to bring in their favorite poems and/or stories that have aggressive behavior as a theme. Suggested sources: (a) From: <u>Kaleidoscope</u> Barrax, Gerald W. "Patroness" " " " "Black Narcissus"	1,2,5 From: Hayden, Robert <u>Kaleidoscope</u> <u>Poems by American Negro Poets.</u>

UNIT 6 AGGRESSIVE BEHAVIOR

The learner will show his understanding of aggressive behavior by his ability to:

1. Define aggressive behavior.
2. Discuss some of the causes of aggressive behavior.

Activities	Objective(s)/Materials
(b) From: Hold Fast to Dreams Hughes, Langston. "Refugee in America" " " "Dreams"	Harcourt, Brace & World, Inc. New York, N.Y. 1967. From: Bontemps, Arna. Hold Fast to Dreams Follett Pub. Co. Chicago. New York 1969.
Discussion Questions: 1. Have you ever felt as though someone were trying to put you down or keep you from succeeding? How did you feel? 2. How might you feel if you were constantly treated as though you were not worth much? What might you do?	
(G) Write original poems or stories. When the students have learned the concepts in the vocabulary words, ask them to write original poems or stories. They may write about aggressive behavior that builds or destroys. Then have the students discuss several alternatives to those aggressive behaviors that destroy.	1,2,5,6
(H) Participate in an art project. Make a collage. Divide the class into groups. Ask the students to bring in pictures of persons, places, or things that express aggressive	2,3,6 Tagboard, magazine pictures, paste, cut-out magazine lettering,

3. Explain some of the short-and long-term effects of aggressive behavior.
4. Give examples of aggressive behavior shown on television and how they might affect him.
5. Describe how the language and tone of voice people use can both harm and help others.
6. List some alternatives to aggressive behavior.

Activities	Objective(s)/Materials
behaviors, and pages with large lettering. On the day appointed for the activity, distribute materials and ask each group to choose a theme. The students should discuss their pictures and themes with the class.	Drawings of people and scenery
Make a diorama After writing their original stories or poems, some students may wish to construct scenes from their stories. The scenery may be drawn and pasted to the back and sides of a box. The characters may be drawn and cut out. A creased paper of proper size can be pasted to the back of the figures to hold them upright. Sand, twigs for trees, yarn, buttons, cloth, etc., can be used to make the dioramas realistic. Dioramas may be made individually or in small cooperative groups.	Shoeboxes or similar boxes, paste
Make a moving picture show A further idea for the children's stories is a moving picture show. Remove the cover of the shoebox. Cut a square in one of the ends for light. About three inches from each end, cut two holes on the sides of the box large enough to insert the dowell rods. Now cut a peep hole (about a half-inch square) in the bottom of the shoe box. This hole will be used for viewing the pictures.	Shoeboxes, paste, ½" Dowell rods 4" longer than width of boxes, roll paper, drawings, scissors

UNIT 6 AGGRESSIVE BEHAVIOR

The learner will show his understanding of aggressive behavior by his ability to:

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Activities	Objective(s)/Materials

Now take a long piece of paper, draw the pictures of the people in the stories, and add appropriate captions. These may be drawn directly on the long paper or done on smaller pieces and pasted on the long one.

Working inside the box, paste the end of the story on the bottom rod. Remember to have the pictures face the peep hole. After the paper is dry, roll the whole story on the bottom rod. Now paste the beginning of the story on the top rod and allow it to dry. Tape on the cover if you wish.

(I) Bring and discuss newspaper stories and cartoons. — 2,3,6

Have the students bring to class newspaper stories or cartoons that describe different kinds of aggressive behavior. They can discuss the stories or cartoons in small groups and then share them with the class.

In the small-group discussion, they can answer questions like these:

1. Did the aggressive behavior in the news item help anyone?
2. Why do you think the person or persons behaved in this way?
3. How else do you think that person could have behaved?
4. What do you think the immediate effects of his behavior are?
5. What might be some of the effects of his behavior 10 or 20 years from now?
6. Do the news items deal with the causes of the aggressive acts? Would it be better if they did?

3. Explain some of the short-and long-term effects of aggressive behavior.
4. Give examples of aggressive behavior shown on television and how they might affect him.
5. Describe how the language and tone of voice people use can both harm and help others.
6. List some alternatives to aggressive behavior.

Activities	Objective(s)/Materials
(J) Complete story starters. Story starters should be finished by the students, working individually or in groups. The theme is name-calling. Have the children read and discuss their stories with the class. The following questions may help: 1. How may words harm a person? 2. In some ways, a person who insults another also hurts himself. In what ways might this happen? 3. Have you ever heard a person say, "I forgive him, but I'll never forget what he said"? Why do you think a person might say this? How might such a feeling affect this person? Do you think a person might change the behavior that caused the insult? 4. Discuss the saying, "Sticks and stones will break my bones, but words will never hurt me."	3,5,6 "Story Starters" Page 81 Student Book
(K) Read and discuss short- and long-term effects of behavior. Boys and girls often have trouble thinking beyond the present when they are considering the effects of their behavior. They might act differently in some situations if they could develop the ability to think of long-term effects. Have the students write out their responses to the situations. After the class has discussed the short- and long-term effects	2,3,5 "Behavior -- Short- and Long-Term Effects" Page 81 Student Book

UNIT 6 AGGRESSIVE BEHAVIOR

The learner will show his understanding of aggressive behavior by his ability to:

1. Define aggressive behavior.
2. Discuss some of the causes of aggressive behavior.

Activities	Objective(s)/Materials

of behavior in the situations, ask each student to write an original behavior situation and include some short- and long-term effects of the behavior.

Before discussion of the student page, review:

1. What does a short-term effect mean?
2. Give an example.
3. What does a long-term effect mean?
4. Give an example.

(L) Discuss the use of foul language (swearing). 1,2,3,5,6

The use of foul language is rather prevalent today, even among younger children. If foul language is a problem in your community, you may wish to discuss it with your class.

The following stories and questions may be helpful:

Jack felt bad. Jack was no longer welcome at Bob's home. Bob's mother, Mrs. Clark, had told him she was sorry, but, if he insisted on using foul language, she wasn't happy about having him around. Jack was puzzled. His father used the same kind of language. Nobody seemed to correct his dad.

1. Why do you think Jack was puzzled?
2. Why do you think he felt the way he did?
3. How do you feel about an adult who corrects you for the same thing he is doing?

3. Explain some of the short-and long-term effects of aggressive behavior.
4. Give examples of aggressive behavior shown on television and how they might affect him.
5. Describe how the language and tone of voice people use can both harm and help others.
6. List some alternatives to aggressive behavior.

Activities — Objective(s)/Materials

4. How else could Bob's mother have acted?
5. What do you think were the effects of Mrs. Clark's actions on Jack? On Bob?

ARTHUR

Arthur was considered tough. Everybody called him Art. They dared not call him by his full name because he would get back at them with foul names. He used language to shock people and to show how tough he was. He really did not have many friends.

1. Why do you think Arthur used foul language?
2. What might be some of the effects of Arthur's foul language?
3. How else could Arthur have felt worthwhile?
4. Do you think Arthur's reasons for using foul words were the same as Jack's? Why?
5. Why do children use foul language? What needs might they have?
6. Do you ever use words that hurt someone? Why? Why not?

Further questions for discussion:
1. Why might someone use foul language?
2. When might you use foul language?
3. What do you think of people who write "dirty" words in public places or on public property?
4. What might we do about this?

UNIT 7 BEHAVIOR TOWARDS PEOPLE AND PROPERTY

Purpose of the Unit

To help the students:
1. accept and respect the similarities and differences between people, and
2. honor the rights of all people to equal opportunity and to protection of their civil and property rights.

Objectives for the Learner

The learner will be able to:
1. Explain his feelings about people who may be similar to or different from him.
2. Discuss how his feelings about a person can affect his behavior toward that person's property.
3. Discuss how understanding others can help resolve conflicts he may have with them.
4. Explain how his feelings about himself might affect his behavior towards himself, others, and property.
5. Describe how people feel about things they own.
6. Describe some of the differences between harming people and harming property.

To the Teacher

A person who behaves in a harmful manner toward another person or his property may be trying to work out a problem. He may feel this is the only way to work out the problem or prove his worth to people. After trying various ways to have an effect on others, he may resort to an action which has negative and long term effects. Harmful behavior toward another person or his property has immediate, visible effects which may make him feel successful.

The news media are filled daily with accounts of violence towards people and property. The desire for revenge or to hit out against someone or some barrier may result in malicious and deliberate vandalism or other forms of aggression. Violence is frequently the result of fear or hate. A person acting aggressively may require help in recognizing his unfulfilled needs and reacting in a more constructive manner.

Not all people damage property or harm people out of feelings of hostility or other unmet needs. At times vandalism may be the result of mischief or exuberant play, accident, or adventure. The child who vandalizes for these reasons is more likely to respond to attempts which help him become aware of the effects of his behavior.

A research team at Michigan's Institute for Survey Research, at Ann Arbor, found that American men "apply a flexible ethic to violence." They also found that 85 percent of the respondents viewed looting as being violent, whereas only 35 percent thought of police shooting the looters as violent. Respondents worried more about property than people.[1]

As teachers, we are daily meeting situations involving defacement of walls, desks, and books. It is also true that people seldom deliberately destroy the property of or seek to hurt persons or groups to whom they feel commitments. It is hoped that the activities in this unit will make the students aware of the worth of each individual and his possessions, develop a sense of commitment to others, and learn ways of expressing hostile feelings in a manner that does no harm.

MATERIALS FOR TEACHING THIS UNIT

TEACHER RESPONSIBILITIES

Activity H	Collected newspaper articles on violence toward people and property
Activity J III	Large drawing paper, lettering materials, magic markers, crayons or paints, small hammer, small nails, flat sticks about 2½ inches long.

[1] "Violence, Crime and the Police." Behavior Today. Vol.2, No. 22, May 31, 1971. p.1

MULTIMEDIA

Activity D

"Guidance - Let's Have Respect"
16 mm film. Length - 10 min.
Color $125.
Aims Instructional Media Services, Inc.
P. O. Box 1010
Hollywood, California 90028

Teacher Activity

The purposes of this unit are threefold. Students will discuss their feelings about people who are unlike them so that they may begin to understand how people are both similar to and different from them. The child is helped to realize that others value their lives and property even as he values his own life and possessions. The child is encouraged to express his feelings toward property so that he can begin to make constructive choices about his behavior toward people and their property.

To prepare for the unit
It might be helpful to ask yourself these questions:

1. What are some of the major characteristics of people with whom I associate? In what ways are they similar to me? In what ways are they different from me?

2. Can I identify any people with whom I choose not to associate? For what reasons?

3. What are my feelings toward people who are different from me?

4. How have I reacted when my property has been damaged or stolen?

5. What might be some causes of the vandalism today?

6. How do I feel and react when a child mars a desk or book, or breaks a window?

UNIT 7 BEHAVIOR TOWARDS PEOPLE AND PROPERTY

The learner will be able to:

1. Explain his feelings about people who may be similar to or different from him.
2. Discuss how his feelings about a person can affect his behavior toward that person's property.

Activities	Objective(s)/Materials
(A) Discuss types of vandalism.	2,5,6

This activity may begin by asking the students:

1. What is vandalism?
2. How do you feel about people who vandalize?
3. How might you feel when someone damages or destroys property belonging to you or to your family?
4. Do you believe that when property is destroyed by someone it is always done on purpose?
5. If you do believe this, what do you think the needs of the vandals might be?
6. What are some of the causes for destroying property?

The following categories may be of assistance to you in drawing out the definition, causes, and examples of vandalism from the children:

Mischief and Play

This type of vandalism is the result of childish play. It is the performance of senseless acts, resulting from the inability to reason and figure things out in advance, or an abundance of energy without a plan for using it.

Another form of this type is seen in a desire to "show off," which may result in writing on walls, fences, or other places when unobserved. Girls as well as boys contribute to this type of vandalism.

3. Discuss how understanding others can help resolve conflicts he may have with them.
4. Explain how his feelings about himself might affect his behavior towards himself, others and property.
5. Describe how people feel about things they own.
6. Describe some of the differences between harming people and harming property.

Activities — Objective(s)/Materials

Accident and Adventure

Accidents will happen as long as there are children. Their lack of coordination and foresight are the factors that lead to this kind of action. Their spur-of-the-moment adventures may also lead to unintentional damage. Reaching for tree limbs and swinging on them, only to find them breaking, is one example.

Reckless Behavior

This kind of vandalism is done without reason and is perplexing even to the vandals themselves. Cutting vinyl seats on a bus, and destroying trees and shrubs belong to this category. The culprits when asked why usually cannot give an intelligent reply. They will usually say they don't know why or it seemed like fun at the time. There may be some underlying hostility, especially in the children who lead in the activity. Other children may enjoy the sense of excitement and involvement in vigorous activity.

Deliberate Destruction

This type of vandalism is usually planned in advance to get back at someone or something. The person involved thinks he has a grievance, wants revenge, or may simply hate. We can understand his reasons, but we cannot condone the acts. Burning cars or buildings belongs to this category.

UNIT 7 BEHAVIOR TOWARDS PEOPLE AND PROPERTY

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Activities	Objectives/Materials
Sightseers Sightseers frequently become vandals in their desire for souvenirs. This type of vandalism is accompanied by little or no sense of commitment to the owner and a feeling of anonymity on the part of the culprit. There are many stories told about vandalism in our state and national parks, stealing hotel towels, etc.	
(B) Discuss "What if---" The student page contains some situations concerning defacing of property. Have the students discuss each situation and the questions in small groups. Have them share their ideas in a larger group. Try to emphasize the difference between harming property and people.	1,2,4,5,6 "What if---" Page 84 Student Book
(C) Discuss differences among people. As a base for opening the discussion of differences among people the following two poems can be used: I. Emerson, Ralph Waldo. "The Mountain and the Squirrel." Some questions which could be asked are: 1. How do you think the squirrel felt when the mountain called him "Little Prig?" 2. How did the squirrel react to the name calling? 3. How do you think you might react if someone called you a name you did not like?	1,3,4 From: Bontemps, Arna Hold Fast to Dreams Follett Pub. Co. New York, New York 1969, p. 69

3. Discuss how understanding others can help resolve conflicts he may have with them.
4. Explain how his feelings about himself might affect his behavior towards himself, others, and property.
5. Describe how people feel about things they own.
6. Describe some of the differences between harming people and harming property.

Activities	Objective(s)/Materials
4. How does the squirrel point out the differences between himself and the mountain? 5. Can you think of some differences in people you know, like your family, friends, and classmates?	
II. Hughes, Langston. "I,too, Sing America." Some questions for discussion: 1. How do you think the poet felt about being treated differently from other people in his country? 2. How do you think you would feel if you were not allowed to sit at the table to eat with other people? 3. How do you think you might react if you were treated this way? 4. What characteristics in a person do you like, and what characteristics do you dislike? Why? 5. Sometimes people look at one or two characteristics in people and group them together. Identify some of the characteristics by which some people are grouped. (Examples: race, color, size, religion, sex, etc.) What needs or feelings might a person be attempting to satisfy when he treats someone of another race differently from someone in his own race? 6. Think of some situations in which you unfairly discriminated against someone. What needs did you seem to be satisfying by such behavior? 7. What might be your feelings toward a person who discriminates against you or makes you feel you do not belong? How do you think you would treat that person's property?	From: Hayden, Robert. Kaleidoscope Poems by American Negro Poets, Harcourt, Brace & World, Inc. New York, N.Y. 1967. p. 86.

UNIT 7 BEHAVIOR TOWARDS PEOPLE AND PROPERTY

The learner will be able to:

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Activities	Objective(s)/Materials
(NOTE : You may conclude this activity with a generalization such as: People who feel discriminated against or feel that they are being put down by someone may act out against that person as their frustration gets greater.)	
(D) <u>React to a film about respect.</u> This film shows four situations in which respect is the missing ingredient. The first has to do with a flag-raising ceremony. The remaining three refer to car of property. There is an "open-ended" problem to be solved in each. Note: At the end of each segment the film asks that the projector be turned off for class discussion.	1,2,4,5 Film: "Guidance -- Let's Have Respect"
Before the film say: As you watch and listen to each of these stories, think of how the persons shown in them react to the situations. Think about how else they could have acted.	
After each situation, questions like the following may be asked: Situation 1 1. What do you think were the needs of the boys who showed disrespect? 2. What does "disrespect" mean to you?	

3. Discuss how understanding others can help resolve conflicts he may have with them.
4. Explain how his feelings about himself might affect his behavior towards himself, others and property.
5. Describe how people feel about things they own.
6. Describe some of the differences between harming people and harming property.

Activities — Objective(s)/Materials

3. How might you have acted if you had been there?
4. Why do you think each boy acted as he did ?

Situation 2
1. Why do you think the boy acted as he did ?
2. What do you think the boy's needs are?
3. How else might he have acted?
4. How do you think you would have acted?

Situation 3
1. What do you think the boy is going to do with the rock?
2. How else might he have acted?
3. How do you think you would act in a similar situation?

Situation 4
1. What do you think the girl's needs are?
2. How do you think her friend might act?
3. How do you think you might have acted if you were the friend of the freckle-faced girl?
4. What might the girl who has defaced the book do about the problem?

(E) Write about a treasured possession. — 4,5,6

Ask each student to write his feelings about something he treasures very much. His writing should include answers to such questions as:
1. Does he have a special place, corner or box in which he keeps his treasures?
2. How did he obtain his possessions?
3. How might he act if someone broke or stole a possession?

UNIT 7 BEHAVIOR TOWARDS PEOPLE AND PROPERTY

The learner will be able to:

1. Explain his feelings about people who may be similar to or different from him.
2. Discuss how his feelings about a person can affect his behavior toward that person's property.

Activities	Objective(s)/Materials
4. Why might he react in this way? 5. How else could he react? 6. What needs might a person be trying to satisfy if he wanted to destroy something another treasured? Each student should read and share his composition with the class.	
(F) Draw pictures. Have each child choose a partner. One child can draw the setting and the other child can draw the violent actions or destruction of the objects in the setting. Together they can decide on a caption for the picture. This project could also be done as a mural with appropriate captions. Writing stories that give causes of harmful behavior may be an additional activity.	2,5
(G) Discuss differences between harming people and harming property. Jane was angry with Peggy. They had been good friends for a long time. Now Nancy had moved in next door to Peggy, and Jane felt left out. The more Jane thought about Nancy and Peggy being together all the time, the more angry she became. Finally, one day when she met the girls together walking into the store, Jane picked up a piece of brick from the sidewalk. She wanted to throw it at the girls, but instead she threw it at their bicycles. Use the above story to bring about a discussion on harming people or harming their property and to find causes of such behavior.	6

3. Discuss how understanding others can help resolve conflicts he may have with them.
4. Explain how his feelings about himself might affect his behavior towards himself, others, and property.
5. Describe how people feel about things they own.
6. Describe some of the differences between harming people and harming property.

Activities	Objective(s)/Materials

1. What do you think may be Jane's needs?
2. What do you think may be Peggy's and Nancy's needs?
3. How do you think Jane felt after she had thrown the brick?
4. What do you think were some other effects of Jane's behavior?
5. What might have happened if Jane had thrown the brick at the girls?
6. How else could Jane have acted to make herself feel better?
7. If you were in a similar situation, how might you have acted if you were Jane? Peggy? Nancy?

(H) Write newspaper articles. — 2,3,4,5,6

Have the children collect newspaper articles on violence toward people and property. Talk about why newspapers do not give causes of things that happen.

If possible, have a reporter or other news official visit the classroom. The children can talk with him and ask questions about why the news is reported as it is.

Following the discussions, write original news articles which give causes of the happenings. The students might also rewrite the articles from newspapers, giving the possible causes. They can then compare and discuss how different the article sounds when written in this manner.

UNIT 7 BEHAVIOR TOWARDS PEOPLE AND PROPERTY

The learner will be able to·

1. Explain his feelings about people who may be similar to or different from him.
2. Discuss how his feelings about a person can affect his behavior toward that person's property.

Activities	Objective(s)/Materials
(I) Participate in Role Playing.	3,4,6

Role playing is a technique which gives pupils the opportunity to express their feelings about specific situations and problems. The stories they act out should be catalysts which stimulate them to think and talk. During the situations the pupils can make choices, both right and wrong, and discover their mistakes by themselves. They will learn that their choices of actions affect other people as well as themselves. The students should feel free to choose alternative actions and discover the effects of these actions within a nonjudgmental environment. There are several basic steps in preparing your class for role playing:

1. Present the situation to the class and explain what problems must be solved in the situation. In some cases, you may ask students to decide what roles are needed.
2. Select the participants. At first you might choose those students who are least threatened by new experiences. You might wish to have students exchange roles during the action.
3. Provide the children with props which will help stimulate their imagination and give them a sense of confidence in creating their roles. As children get older, these props can be more and more simple or omitted altogether.
4. The stage is set for the situation by arranging the classroom furniture in an imaginary setting.
5. The role playing takes place.
6. A class discussion follows the role playing.

3. Discuss how understanding others can help resolve conflicts he may have with them.
4. Explain how his feelings about himself might affect his behavior toward himself, others, and property.
5. Describe how people feel about things they own.
6. Describe some of the differences between harming people and harming property.

Activities	Objective(s)/Materials
The audience has as significant a part as the players because of the importance of listening and observing in order to discuss the situation. When the role-playing situation is completed, the class can talk about the situation, and the players can share the feelings they had in their new roles. The class might decide that the problem could be solved another way as well, and the role playing could be repeated. This enables the pupils to see that there are several ways to act in each situation. The children should begin to decide which solutions are most appropriate or constructive in working out specific problems. This is done by considering the effects of certain behaviors on the people involved. Remember that there are usually several constructive ways to resolve a situation. Do not lead the children to believe there is a right answer or only one way of acting.	
Mr. Grady had a store on Third Street. The kids called him Grouchy Grady. Today, as Jack and Roy went down the street, they were throwing snowballs at one another. Jack threw a snowball at Roy. Roy ducked, and the snowball hit Grouchy Grady's window. Mr. Grady was really upset and phoned Jack's mother.	Roles: Roy, Jack, Mr. Grady, Jack's mother
After the role playing ask the following questions: 1. How did Jack explain his actions to his mother? 2. How else could he have acted? 3. How did you feel when you were playing Mr. Grady? What else could he have done? 4. Have you ever done something similar to what Jack did?	

UNIT 7 BEHAVIOR TOWARDS PEOPLE AND PROPERTY

The learner will be able to:

1. Explain his feelings about people who may be similar to or different from him.
2. Discuss how his feelings about a person can affect his behavior toward that person's property.

Activities	Objective(s)/Materials
5. How did you feel? What did you do? 6. What would you have done if you had played Jack?	
Ruthie wanted some flowers for her teacher. There were some lovely tulips in the small park on her way to school. Miss Allen, her third-grade teacher, would just love those tulips. Ruthie had picked about six red ones when along came a police car and stopped. 1. How might Ruthie have felt when she saw the police car? 2. What else could Ruthie have done? 3. How did you feel when you played Ruthie? 4. How did you feel when you played the policeman? 5. Do you think Ruthie should have picked the flowers? Why or why not? 6. How might you act if you were Ruthie? 7. How do you feel when something that belongs to you is damaged by another person?	Roles: Ruthie, policeman
Dave was angry. He had been sent to the principal's office. Now, he decided he would get even. Chuck, his friend, would help him. They found some rocks and made their way to the darkened school. A few minutes later the rocks found their mark. There was a loud crash just as a light flashed into the faces of Dave and Chuck. The custodian held that flashlight! 1. What would you do if you were Dave and Chuck? 2. How might they explain their actions?	Roles: Dave, Chuck, custodian

3. Discuss how understanding others can help resolve conflicts he may have with them.
4. Explain how his feelings about himself might affect his behavior towards himself, others, and property.
5. Describe how people feel about things they own.
6. Describe some of the differences between harming people and harming property.

Activities	Objective(s)/Materials
3. How do you behave when you are angry? 4. What else could Dave have done to work out his feelings of anger?	
Miss Jones and her class had planned this field trip to the park gardens and museum for a long time. Now, finally, they had arrived! Kathy and Chris were the first to get off the bus. The others followed. All trooped through the gate, laughing and talking. Miss Jones and the children were very happy on this sunny day. As they approached the garden, things looked different from what they had expected. Someone had trampled and broken all the flowers! Even the branches on the bushes were broken! And the trees! The flowering trees were damaged! Over on the museum building, were some dirty words painted in large lettering.	Roles: Miss Jones, Kathy, Chris, children
1. How might you feel if you were in the group? 2. Who might have ruined this garden? 3. What feelings or needs do you think the people who acted in this manner were trying to satisfy? In what other ways could they have satisfied these needs? 4. What needs do you think people who ruin things belonging to the public are trying to work out?	
(J) Discuss how to be helpful in caring for the school. I. In order to be helpful, one must feel a commitment. But a child who has failed in school has difficulty in feeling such a commitment. Vandalism in schools may be done by children who are not interested because they have not been successful.	2,3,4,5,6

UNIT 7 BEHAVIOR TOWARDS PEOPLE AND PROPERTY

The learner will be able to:

1. Explain his feelings about people who may be similar to or different from him.
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Activities — Objective(s)/Materials

It may also be done by children who have been successful in "playing the game" at school, but who feel that their needs are not recognized as important by the school. These children may take out their hostilities on school property. Children damage property because of their overexuberance. These students are not expressing hostility and may not understand the consequences of their behavior.

Activities which get children involved in taking care of and improving their school can help them feel successful. This helps them to learn how much work is involved in taking care of things. A sense of pride can also be developed through group projects that help create a better place in which to work.

To begin the activity you might discuss with the students:

1. What does being helpful mean to you?
2. How do you feel when you have helped someone?
3. How do you feel when you see destruction in your school?
4. What can you do to express your pride in your school?
5. Why may some children not have pride in their school?
6. What can be done to help these children? How can you be helpful to them?

One approach to being helpful can be the making of a booklet. Have the students make a booklet called "Being Helpful." The following are examples that could be used in this activity:

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3. Discuss how understanding others can help resolve conflicts he may have with them.
4. Explain how his feelings about himself might affect his behavior towards himself, others, and property.
5. Describe how people feel about things they own.
6. Describe some of the differences between harming people and harming property.

Activities — Objective(s)/Materials

Being helpful is not writing on basement walls or locker doors.

Being helpful is picking up litter on the stairs.

Being helpful is cleaning writing off the walls, although you didn't put it there.

Being helpful is not putting paper or gum in drinking fountains.

Being helpful is wearing shoes that will not scratch the gym floor.

Being helpful is taking your boots off at the door.

Being helpful is not throwing things that break light bulbs and windows.

Being helpful is helping to care for your school.

Possible questions for further discussion:

1. Why do some people litter floors, scratch desks, stop up drinking fountains, throw things, and destroy property? How may these people feel?
2. What needs may they have?

UNIT 7 BEHAVIOR TOWARDS PEOPLE AND PROPERTY

The learner will be able to:

1. Explain his feelings about people who may be similar to or different from him.
2. Discuss how his feelings about a person can affect his behavior toward that person's property.

Activities	Objective(s)/Materials

3. Have you ever felt angry enough to break something? How did you feel? Do you think others might feel this way, too?
4. Sometimes destruction of property is a good choice. Under what conditions might this be true?
5. What else could a person do when he feels like throwing things?
6. Do you think this might make him feel better. Why? Why not?

II. Improve school grounds.

Begin this project by making the person responsible for the maintenance of the school grounds aware of what you are trying to do. Take a tour of the school grounds and, if feasible, of the surrounding neighborhood. Note neatly cut grass, and litter-free playground and yards. Notice trees, shrubs, and flowers. Discuss with the children how they feel about these and whether they would help improve the school property.

Suggestion: The playground might be divided into sites with elected captains and their helpers responsible for a section. Each captain and group can be responsible for removal of litter, dead leaves, or weeds from their section. They could also plan to plant new flowers, bulbs, or shrubs. Other classes and parents could become involved. Perhaps a written invitation to them would invoke enthusiasm in the children.

3. Discuss how understanding others can help resolve conflicts he may have with them.
4. Explain how his feelings about himself might affect his behavior towards himself, others, and property.
5. Describe how people feel about things they own.
6. Describe some of the differences between harming people and harming property.

Activities	Objectives/Materials
A large panorama showing pleasant characteristics of the neighborhood and areas needing improvement could be drawn by the children. Plans for action and change can be discussed and executed. Before and after charts and pictures can be made.	
III. Have a poster campaign. Have the students decide on a week when they wish to campaign for care of their school. They can make posters to display in the halls and in their own classroom. Prepared talks on the care of classrooms, hall, wash rooms, gym locker rooms, and other facilities can be given by the students. Then the class can vote to determine the best talks, which the winners can give in other classrooms. This activity could very well be done in small groups.	Large drawing paper Lettering materials Magic markers Crayons or paints Small hammer Small nails Flat sticks about 2½" long

UNIT 8 MAKING CHANGES

Purpose of the Unit

To help the students question the concept of change, describe how change affects them, and discover how they can make changes.

Objectives for the Learner

The learner will begin to show his understanding of making changes by his ability to:

1. Describe the concept of change.
2. Discuss some changes he would like to make in himself, his home, school, and community
3. Explain his criteria for wanting these changes.
4. Describe some possible short-and long-term effects which might come about from these changes.
5. Give examples of ways he would try to make changes and the possible effects of these changes on other people.
6. Describe how changes others make might affect his life.
7. Explain why change is sometimes difficult to achieve.

To the Teacher

Postman and Weingartner in Teaching as a Subversive Activity discuss the "Change Revolution." They use the metaphor of a clock with 60 minutes on it. If the clock were to stand for the time men have had access to writing systems, it would represent some 3,000 years and each minute on our clock 50 years. On this clock there were no significant media changes until about nine minutes ago, when the printing press came into being.

Three minutes ago the telegraph, photograph, and locomotive arrived. Two minutes ago the telephone, rotary press, motion pictures, automobiles, airplanes, and the radio arrived. One minute ago the talking pictures came about. Television arrived in the last ten seconds, the computer in the last five, and the communications satellites in the last second. The laser beam, perhaps the most potent medium of communication of all, appeared only a fraction of a second ago.[1]

We could place almost any area on our clock and come up with roughly the same measurements of time spans. Can we possibly predict today what students may need in the future to help them cope with their new problems? What we need to ask ourselves is what skills and attitudes we can teach them which are basic to life. It is impossible to predict what facts students will need for the future, but we can help students learn how to use their resources and understand the process of change.

Few curriculums today deal with social and emotional growth. Educators in the past neglected to think of students as persons with feelings. The practice may have come about because of limited recognition of the relationship between cognitive and affective learning. We must realize that students are, first of all, people with feelings and needs. Our feelings affect the ways we perceive the world and learn about our environment. Therefore, an understanding of feelings must be integrated with the learning of facts and processes in order for learning to be relevant.

This unit gives students an opportunity to examine the concept of change, helps them understand the processes involved, and helps them learn to cope with changes now and in the future. This unit may help you discover some changes you have found difficult to accept and others you have found difficult to make. Also keep in mind that change does not always equate with improvement. We need to help children develop critical minds so they can recognize changes which have value for mankind.

This unit is different from the previous ones in that each activity builds on the previous ones. It is suggested that the students be exposed to all the activities in order to gain a more complete perspective of change.

[1] Postman, Neil, and Charles Weingartner. Teaching as A Subversive Activity. New York, 1969. p.10.

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Teacher Activity

You will need to know how you feel about change before you present this unit. Ask yourself the following questions:

1. My school plans to adopt a new curriculum in mathematics. How might I feel about this? What might I do about it?
2. What kinds of changes do I like?
3. How do I react to changes in fashion?
4. How might I feel if a computer began to teach all the basic reading skills to children?
5. How might I feel if the school principal expected me to change my attitude toward children?
6. What changes do I resist?
7. Name some changes made by others that affected my life. How did the changes affect me?
8. How do I feel about changes which are imposed on me?
9. How may my students feel when I ask them to change their behavior or their way of thinking?
10. What chance do I give my students to make changes in the classroom?

UNIT 8 MAKING CHANGES

The learner will begin to show his understanding of making changes by his ability to:

1. Describe the concept of change.
2. Discuss some changes he would like to make in himself, his home, school, and community.
3. Explain his criteria for wanting these changes.

Activities	Objective(s)/Materials
(A) Describe the concept of change. The class can establish a definition of change as they discuss the questions below. Start the activity by asking the students to think of all the things in their lives which have changed. List their responses on the chalkboard under "Change." Then ask the students to think of things in their lives which have not changed. List these on the board under "No change." Because the previous list referred to personal changes, the students might want to make another list which would refer to world changes. Ask these questions about the students' responses:	1

1. Which items in the "Change" list change fast? Which change slowly?
2. Which changes are important? Which changes seem trivial? Who decides if a change is important or trivial?
3. Might something that seems trivial today become important tomorrow? Give some examples.
4. Which changes are helpful? Which changes are not helpful? Will these concepts change?
5. Might some of the items in the "No change" list change some day?
6. Under what conditions might they change?
7. Name some things which do not change or will never change. Why do you think they will never change?

4. Describe some possible short-and long-term effects which might come about from these changes.
5. Give examples of ways he would try to make changes and the possible effects of these changes on other people.
6. Describe how changes others make might affect his life.
7. Explain why change is sometimes difficult to achieve.

Activities	Objectives/Materials
It might be helpful to bring in copies of newspaper and magazines which are ten, twenty, or thirty years old. Compare these newspapers to present-day newspapers and discuss the change that has occurred in the type of news as well as the lay-out of the papers,(Xerox copies from microfilm in libraries).	
(B) Discuss physical changes in self. The students should discuss ways in which they have changed physically. You may ask the students to bring in old photographs or outgrown clothes to help show this change. Some possible questions for discussion of their changes are: 1. What physical changes are taking place in you right now? 2. What physical changes take place in you as you grow older? 3. Which physical changes do you like? 4. What might happen if you did not change physically? 5. How can you influence the way you change physically? 6. How can others affect the way you change physically?	1,2
(C) Discuss changes in attitudes within themselves. After developing a class concept of the word "attitude," have the students compile a list of changes in attitudes which they have experienced. These attitudinal changes could be toward family members, peers, schools, and adults. Some possible questions for discussion of their changes are: 1. What changes in your attitudes are taking place right now? 2. What changes do you think have taken place in your attitudes as you have grown older?	1,2,3,4 "How I See Myself" Page 88 of Student Book

UNIT 8 MAKING CHANGES

The learner will begin to show his understanding of making changes by his ability to:

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2. Discuss some changes he would like to make in himself, his home, school, and community.
3. Explain his criteria for wanting these changes.

Activities	Objective(s)/Materials

3. Which changes in your attitudes do you like? Dislike? Why?
4. What might happen if your attitudes did not change?
5. How can you change your attitudes?
6. Why do you think it is helpful for your attitudes as well as others' to change?

Following this discussion, you should redo the "How I See Myself," Page 88, also used in the Introductory Unit. Have the individual student remove the initial response from his folder and make a comparison, noting any changes in attitude which have occurred during the time lapse. If the student agrees, the changes or lack of changes could be discussed as a class, in a group, or individually with the teacher. Special emphasis should be placed on why these changes did or did not occur.

(D) Discuss peaceful and violent ways of making changes. 4,5,6,7

Help the students become aware of violent and peaceful means of making changes as reported in newspapers and shown on television. Discuss the possible short- and long-range effects of these means.

In addition, have the students bring in newspapers and/or magazine articles, etc., showing these two methods of making changes.

4. Describe some possible short-and long-term effects which might come about from these changes.
5. Give examples of ways he would try to make changes and the possible effects of these changes on other people.
6. Describe how changes others make might affect his life.
7. Explain why change is sometimes difficult to achieve.

Activities — Objective(s)/Materials

A bulletin board displaying these articles and methods of changing can be very effective.

Making changes can be peaceful and nonviolent in form, or they can be destructive and cause harm to people or property.

Making changes peacefully is some action which attempts to cause a change and is not harmful to people or property.

Making changes violently is some action which attempts to cause a change and is harmful to people or property.

(E) List ways of making changes and their effects. — 4,5

After the students have built a concept of what making changes can encompass, they should be able to consider the various methods that people use to bring about the desired changes. The change might be a skill such as to bat a ball, a change in ideas through reading and observing, or, perhaps, a change in a feeling.

Have the class list on the chalkboard some of the changes they have tried to make, some changes they have seen made, or some changes they would like to make.

UNIT 8 MAKING CHANGES

1. Describe the concept of change.
2. Discuss some changes he would like to make in himself, his home, school, and community.
3. Explain his criteria for wanting these changes.

Activities	Objective(s)/Materials
For discussion after a list has been made. 1. What are some of the ways people use to make changes? 2. Why do you think there are so many ways of making changes? 3. Determine what might be some of the possible short-term and long-term effects of these methods. a. Does anyone or any property get hurt or harmed as the people use any of these methods? b. Does the method always bring about some change? Why or why not? c. When you want to change something, how do you decide what method to use?	
(F) Participate in group activity to make a change. You might want to begin this activity by playing the song "The Times They Are A-Changin." Students can talk about what changes they would like to make in themselves and/or the world around them. The following questions can be used for discussion: 1. What would you change if you could? 2. Why would you want that change? 3. How might you go about it? After the discussion, have each student choose a situation in the room or school which he wants to change. For example, dress codes, playground procedures, or room rules, etc. Have each student write a persuasion paper dealing with his chosen	2,3,4,5,6,7 Construction paper, crayons, glue, scissors, magazines; "The Times They Are A-Changin" (Bob Dylan) sung by Peter, Paul, and Mary. (This song can be found on albums by Bob Dylan or Peter, Paul, and Mary)

4. Describe some possible short-and long-term effects which might come about from these changes.
5. Give examples of ways he would try to make changes and the possible effects of these changes on other people.
6. Describe how changes others make might affect his life.
7. Explain why change is sometimes difficult to achieve.

Activities

Objective(s)/Materials

situation, explaining its origin, why he feels a change is necessary, methods he would use in making the change, and the short- and long-term effects of this change.

Divide the class into small groups. Each group member will present his written proposal for change to the group in an attempt to persuade members to adopt his suggested change. After a decision is reached by the group, your role will be to act as a questioner and stimulator. The students will have the major responsibility for the activity. The following guidelines can be used:

Step 1:

The groups will choose a chairman and a recorder. The chairman will have the responsibility of keeping the group on the subject under discussion and checking that each person is completing his specific duty or assignment. The recorder will take brief notes on what is discussed by the group. The group can decide what further positions they might want to designate. Each student in the group should have a specific responsibility as the project develops.

Step 2:

The groups should make sure that they have explored all possible methods to cause the change. In choosing methods, they should investigate all the possible effects the methods might have. Some possible methods for bringing about change which may have been overlooked are: interviewing, making posters, developing slogans, giving speeches, debating, and taking photographs of the situation. It might be interesting if each group used a different method to bring about the change.

UNIT 8 MAKING CHANGES

The learner will begin to show his understanding of making changes by his ability to:

1. Describe the concept of change.
2. Discuss some changes he would like to make in himself, his home, school, and community.
3. Explain his criteria for wanting these changes.

Activities	Objective(s)/Materials

Some possible questions for group discussion are:

1. List all the possible methods that can help cause the change.
2. What might be the effects of these methods?
3. Which methods will you use? Why?
4. How can you tell if a method is effective?
5. How can you tell if a method is ineffective?
6. What might happen if you use an ineffective method?

Step 3:

The group will implement its plan with each student having a specific responsibility. Some students may wish to personally confront the persons they wish to convince of the change. Other students may want to publicize their intention to their class members or school, while some students may want to report the group's activities in a daily journal. Each student should be able to become involved in a part of the implementation by doing what he feels he can do best.

Step 4:

The groups should discuss the effects of the implementation of their plan. The recorder should read the list of reasons for and the effects of the change. This list can be referred to as a way of deciding how effective their methods were in achieving the change.

4. Describe some possible short-and long-term effects which might come about from these changes.
5. Give examples of ways he would try to make changes and the possible effects of these changes on other people.
6. Describe how changes others make might affect his life.
7. Explain why change is sometimes difficult to achieve.

Activities	Objective(s)/Materials

Some possible questions for discussion are:

1. How was your plan effective?
2. Has there been a change? In what way?
3. Has there been a change which you did not foresee? In what way?
4. What do you understand about change which you did not understand before?
5. If your methods were unsuccessful, might another method bring about the change?

(G) Discuss why change is sometimes difficult to achieve. 5,6,7

This activity would be a follow-up to the entire unit's activities. If the students have met with frustration as they have attempted to make a change in something, they might be ready now to discuss why change is sometimes difficult to achieve and how this might affect them now and in the future.

Questions for discussion:

1. Why might it be difficult for others to accept our ideas?
2. Discuss some time when it was difficult for you to accept others' ideas Why was this the case?
3. Why might it be difficult for people to make changes when someone outside their group is asking them to change? Why might change be difficult even if you are part of the group?
4. How might changes made by others affect you now?
5. How might changes others make affect you in the future?

UNIT 8 MAKING CHANGES

The learner will begin to show his understanding of making changes by his ability to:

1. Describe the concept of change.
2. Discuss some changes he would like to make in himself, his home, school, and community
3. Explain his criteria for wanting these changes.

Activities	Objectives/Materials

6. What might be some of these changes?
7. What might you hava to do to live with these changes?

You may want to enlarge on the activities of this unit by working with community merchants. The following would be a supplementary activity:

Using the previous activity as a guide, some students might wish to contact local merchants and endeavor to make a change in the selling and buying of some merchandise. Encourage merchants to sell and buy low phosphate detergents, reusable aluminum cans and bottles.

CHECKLIST FOR THE INTERMEDIATE UNITS IN DEALING WITH CAUSES OF BEHAVIOR

To the Teacher

Purpose:
These check lists are designed to follow the child from the beginning of his study in "The Causes of Behavior" curriculum in the Intermediate Program to the end of his study in fifth grade.

A copy should be made for each student when he begins the program (third grade and transfer students) and placed in his permanent record file for future teachers use. These sheets are to be used by individual schools. The principal and teachers could work closely together for best utilization and coordination.

Procedure:
Place a check in the left hand column beside the activity used and make a short comment in the right hand column if necessary. This will enable future teachers to repeat or pick up activities which some students might not have used during previous exposure to the curriculum.

CHECKLIST FOR THE INTERMEDIATE UNITS IN DEALING WITH CAUSES OF BEHAVIOR

Name of Student_____School_____Sex: B___G___ Age____ Date_____

Teachers: Third Grade_____ Fourth Grade_____ Fifth Grade_____

Grade Level			Unit and Activity Description	Teacher Comment
Third	Fourth	Fifth		
19	19	19	Introductory Unit (A) Participate in group decision-making (B) Personalize a folder to use in the course (C) Compare answers to two questionnaires in the Student Book (D) Participate in class discussion (E) Add comments to sheets to make more personal	
			Unit 1 Behavior (A) Define behavior and distinguish it from misbehavior (B) Describe how our needs and feelings make us alike (C) Choose words that describe feelings of people in certain situations (D) Describe how resources cause us to be different (E) Read some optical illusions (F) Discuss our perceptions as a resource (G) Show how some of our perceptions are influenced by our prejudice (H) View the film "A Rock in the Road" (I) React to "It All Depends on Where I Am" (J) Discover how the place affects behavior	

Grade Level			Unit and Activity Description	Teacher Comment
Third	Fourth	Fifth		
19	19	19	(K) Discuss the behavior equation (L) Read and discuss the story, "A Part for Phyllis" (M) The class creates an atmosphere of frustration (N) React to Poem "I Never Win at Parties" (O) Play frustrating games and discuss feelings (P) Make a Frustration Center (Q) Develop an "Answering Bulletin Board" (R) Discover as many effects as possible in 10 minutes (S) Discuss how thinking about the probable effect of a given behavior helps us decide how to act (T) Read "Frustration Is" (U) View film "Problems and Attitudes in School" (V) Define alternative behavior (W) Read and react to "What Might George Do?" (X) View and discuss 8 mm. loops about behavior (Y) View Super 8 loops with alternatives (Z) Write a letter to the teacher describing a behavior that has changed (AA) Listen to record "Making and Keeping Friends" <u>Unit 2 Fears and Security</u> (A) Complete and discuss unfinished stories (B) Read and discuss "Everybody Makes Mistakes" (C) Develop vocabulary related to safety, security, and fear	

Grade Level			Unit and Activity Description	Teacher Comment
Third	Fourth	Fifth		
19	19	19	(D) Listen to music dealing with security and fear (E) Draw pictures of fear situations and discuss them (F) React to a recorded story about safety (G) Finish the sentences (H) Play a game (I) Read and discuss a story of a boy with fears (J) Discuss "fun" fears (K) Discuss "dare" fears (L) Develop a collage (M) Make a Security Bulletin Board (N) Draw and Tell (O) Participate in Role Playing (P) Read "The Bully"	
			Unit 3 Friendship, love, and belonging (A) Participate in individual Study and Group Discussion (B) Create your own definition of love (C) Read and discuss literature (D) Make a Collage (E) React to a recorded story about belonging (F) Discuss a story (G) Discuss TV programs (H) Create some overall patterns in art (I) Write a paragraph or story (J) Unscramble a story (K) Discuss poetry (L) Find words about love and belonging (M) Read and discuss the story of a boy who is different	

Grade Level			Unit and Activity Description	Teacher Comment
Third	Fourth	Fifth		
19	19	19	(N) Complete and discuss the unfinished stories (O) Read and discuss the story about Kelly (P) React to "The Me Nobody Knows" stories	
			Unit 4 Self-Worth (A) Discuss the meaning of self-worth (B) Talk about feelings of people (C) Participate in simulation called "Powderhorn" (D) Discuss situations about students who feel too little or too big (E) Describe or show what they do best and worst (F) View film loop "Self Deception" (G) Compare the two pages from the introduction to this program entitled "What I Want to Be Like"and "How I Feel About Myself" (H) Listen to some songs expressing self-worth (I) View sound filmstrip 'What Do You Expect of Others?" (J) Read the poem "Everybody Says" (K) Discuss phrases about personal characteristics (L) Read "The Hundred Dresses" (M) React to a recorded story (N) Discuss how you feel about yourself in unfamiliar situations (O) Discuss why we have heroes (P) Create a play or puppet show (Q) Read the poem "Who Am I?"	

Grade Level			Unit and Activity Description	Teacher Comment
Third	Fourth	Fifth		
19	19	19	Unit 5 Anger (A) React to situations of anger (B) Develop a vocabulary of words used to illustrate anger (C) Complete a story or write story beginnings (D) Develop a bulletin board display (E) View and discuss film "Getting Angry" (F) Complete and discuss the unfinished story "What Karen Might Do?" (G) Do pantomimes (H) View and discuss the film "Mr. Finley's Feelings" (I) Discover positive alternatives when angry (J) Role Playing (K) Learn and analyze song lyrics as a means of expressing anger (L) View film loop "Flying Off the Handle" Unit 6 Aggressive Behavior (A) Do Vocabulary Study (B) View and discuss super 8 mm loop "Being Mean" (C) View and discuss aggression on TV programs (D) Complete and discuss the story "The Tramp" (E) View and discuss super 8 mm loop "Ganging Up" (F) Read poems or stories (G) Write original poems or stories (H) Participate in an art project Make a collage Make a diorama Make a moving picture show	

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Grade Level			Unit and Activity Description	Teacher Comment
Third	Fourth	Fifth		
19	19	19	(I) Bring and discuss newspaper stories and cartoons (J) Complete story starters (K) Read and discuss short-and long-term effects of behavior (L) Discuss the use of foul language (swearing)	
			Unit 7 Behavior Towards People and Property (A) Discuss types of vandalism (B) Discuss "What if---" (C) Discuss differences among people (D) React to a film about respect (E) Write about a treasured possession (F) Draw pictures (G) Discuss differences between harming people and harming property (H) Write newspaper articles (I) Participate in Role Playing (J) Discuss how to be helpful in caring for the school	
			Unit 8 Making Changes (A) Describe the concept of change (B) Discuss physical changes in self (C) Discuss changes in attitudes within themselves (D) Discuss peaceful and violent ways of making changes (E) List ways of making changes and their effects (F) Participate in group activity to make a change (G) Discuss why change is sometimes difficult to achieve	

GLOSSARY OF TERMS

Aggression - Behavior aimed at the injury of some person or object, or behavior that would affect another person in a harmful manner.

Alternative Behavior - Another way of behaving.

Basic Needs - The five sets of human goals as summarized by Abraham Maslow. These are physiological, safety, love, esteem, and self-actualization.

Behavior - The way a person acts or reacts in a situation.

Behavior Equation - MF + R + IPS = Behavior. To facilitate the students' understanding, the behavior equation can be N + S + P = Behavior. A combination of the interaction of these variables results in a behavior.
MF - Motivating Forces (Needs). They are needs or conditions that a person is trying to satisfy through a behavior. The needs may be conscious or unconscious.
R - Resources (Self). As the second group of factors in the Behavior Equation, resources consist of skills, ideas, attitudes, the available physical energy, and similar items called into play to help the organism achieve its goal.
IPS - Nature of immediate physical setting (Place). This includes the environment and surroundings in which the behavior is initiated and takes place.

Causal Approach to Behavior - A person not only looks at the observable behavior but also thinks of the causes for the behavior.

Dare Fears - Fears a youngster experiences when he is challenged by his peers to do something that is frightening and perhaps even dangerous.

Effects - The results of a behavior. Both the short-term and the long-range consequences of an action.

Fear - An unpleasant and often strong emotion caused by an awareness of danger; to be afraid of.

GLOSSARY OF TERMS (continued)

Frustration - Being blocked from reaching a goal, a feeling of being prevented from doing or getting something you want.

Fun Fears - Experiences that are frightening in an entertaining manner.

Long-Term Effect - The result of a particular behavior at some future time.

Love - Maslow's definition sees the individual's need for love, affection, and belonging emerging if both the physiological and the safety needs are well gratified.

Misbehavior - The improper way a person acts or reacts in a situation.

Need - A lack of something that is essential, desirable, or useful.

Perception - Awareness of the elements of the environment through physical sensation or through physical sensation interpreted in the light of experience.

Prejudice - An attitude of mind (perception) which interferes with fair judgment.

Role Playing - Acting out the parts of characters represented in a given situation.

Safety - The condition of being safe from undergoing or causing hurt, injury, or loss.

Security - Freedom from danger, fear, or anxiety.

Self-worth - A feeling of being unique and a "somebody."

Self-worth - Maslow's definition - an individual's need for self-respect, the desire to be important and feel appreciated. A child's feeling of self-worth involves his attitudes and perceptions of himself.

Short-term effect - The result of a particular behavior right now.

GLOSSARY OF TERMS (continued)

Surface Approach to Behavior - A person considers only the observable behavior or the attitude of people toward it.

Vandalism - Deliberate or willful destruction or damage done to private or public property.

Variable - The changeable components of the behavior equation. The components of the behavior equation which vary as the situation varies.